

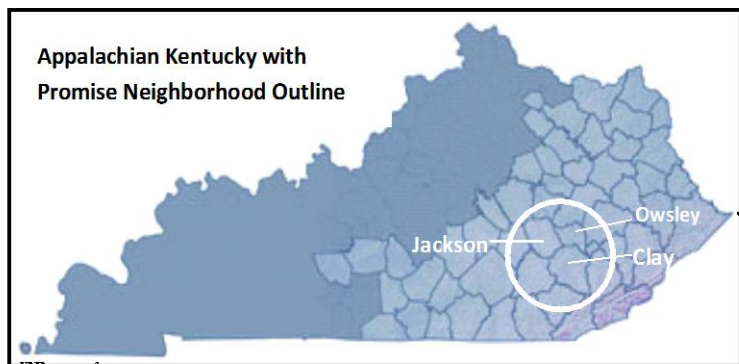
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Many perceptions about Appalachian families have been shaped by the popular media, but movies and television shows have not portrayed Appalachian families in a very positive light, instead focusing on hillbillies and moon shiners living in run-down shacks. What is true about families living in Appalachia is that they are united by the high poverty rates that have persisted in the region. They have less education and fewer job skills and live in communities where there are few opportunities to break the cycle of poverty.

Mark Mather, *Households and Families in Appalachia*¹

Berea College has identified the contiguous Kentucky counties of Clay, Jackson and Owsley as a Promise Neighborhood. All middle and high schools in the Promise Neighborhood

are Persistently Lowest-Achieving schools. The 2009 Kentucky U.S. Department of Education School Improvement Grant included Clay County Middle, Jackson County



High, Jackson County Middle and Owsley County High.² In 2010, Kentucky added Clay County High School as Persistently Lowest-Achieving school.³

Berea College meets the requirement of an eligible applicant and has significant experience working with low performing schools, including implementing services consistent with the goals of Promise Neighborhood in all schools in our Neighborhood. Berea College borders the Neighborhood on the west and has worked closely with the Neighborhood since the college's founding in 1855. In early 2010, Berea College convened partners committed to improving educational outcomes for all youth within the Promise Neighborhood. The College, and our partners, committed fiscal resources, both direct and in-kind, to support the Promise

Neighborhood initiative. We formed a Management Board to serve as the Promise Neighborhood governing body. The Management Board included representatives of all partnering organizations and school systems. More than 60% of the Board members were residents of the Neighborhood. The Board guided the development and submission of a Promise Neighborhood planning grant.

In September 2010, we received a U.S. Department of Education Planning Grant – **one of only two awarded to rural communities**. We spent the planning period intensively gathering data, reviewing research and best practices and developing an implementation plan. The implementation plan, included herein, includes a continuum of solutions to ensure positive educational outcomes for all youth birth to career as well as annual goals to ensure that we continue to build strong partnerships, leverage resources and improve systems.

We are applying for Promise Neighborhood funding under Implementation Absolute Priority 2 (Rural Communities) and will **exclusively serve** LEAs eligible under the Rural and Low-Income School program—Clay County School System, Jackson County School System and Owsley County School System.⁴

I. NEED

A. The geographically defined area of the Promise Neighborhood

Our Promise Neighborhood is 961 square miles and is composed of the three contiguous counties of Clay, Jackson and Owsley in rural Appalachian Kentucky. A large percentage of the

Figure 1. Socio-Economic Data		
	Per capita income	Child poverty rate
Clay	\$9,716	47.60%
Jackson	\$9,664	36.50%
Owsley	\$10,742	56.30%
KY	\$20,482	20.40%
U.S.	\$26,309	16.10%

Neighborhood is Daniel Boone National Forest which greatly lowers the local tax base. As shown in Figure 1, the per capita income in each county is significantly below that of Kentucky and the U.S., and the child poverty rate is significantly higher than state and U.S. rates.⁵

The Appalachian Regional Commission (ARC) ranks all counties, using several economic indicators. According to this ranking of 3,100 counties, our counties are among the most economically distressed in the Nation-Owsley is 3rd, Clay is 4th and Jackson is 37th.⁶

The population of the Neighborhood is 39,533 with most residents not living in, or near, a town. Three towns are located within the Neighborhood: Manchester, population 1,255; McKee, population 800 and Booneville, population 81. Manchester is home to the only Wal-Mart and McDonald's and serves as a shopping and entertainment center for residents of the entire Neighborhood. The homogenous and geographically isolated population face such similar economic, educational and health challenges that they are one neighborhood.

Three school systems serve 6,297 students: Clay County (3,396 students) with seven elementary schools (K-6); one middle school (7-8) and one high school; Jackson County (2,127 students) with three elementary schools (K-5), one middle school (6-8) and one high school (9-12); and Owsley County (774 students) with one elementary school (K-6) and one high school (7-12). In 2010, 81% of the school children qualified for free and reduced lunch.⁷

There are no interstate highways within the Neighborhood. The only roads in and out of the Neighborhood are small two-lane roads. Children may spend up to two hours a day traveling on a school bus. Parents may have to drive 45 minutes one-way just to get to the school for a parent-teacher meeting or school event. The mountainous terrain means these roads are narrow and curvy, making for hazardous travel during inclement weather and, on average, our schools miss more than 25 instructional days each winter because of snow.

Our region was profiled in the 2009 ABC documentary "A Hidden America: Children of the Mountains." Diane Sawyer presented the world with a snapshot of the children and families living in Appalachian Kentucky. She reminded viewers that in our part of Appalachia, residents

live in poverty at three times the national poverty rate, have the shortest life span in the nation, face an epidemic of prescription drug abuse and have higher than average rates of toothlessness, cancer and chronic depression.⁸

B. The magnitude of the problems to be addressed as described by indicators of need and other indicators identified in part by the needs assessment and segmentation analysis

During the planning year, we gathered data related to each Promise Neighborhood Indicator (see Figure 23, page 32 for a listing of the Promise Neighborhood Indicators). The following summarizes need by Indicator with relevant data, quantitative and qualitative, that attests to the magnitude and severity of the problems in our Promise Neighborhood.

Indicator 1: Many children in our Neighborhood from birth to kindergarten entry lack a medical home. There is just one hospital, two regional health departments and a regional health care clinic providing services in the Neighborhood. These providers serve only a small percentage of our youth. For example, last year, the Clinic only served 866 children, which is only 13% of children in the Neighborhood.⁹ In Kentucky 38.2% of children lack a medical home. In rural areas of Kentucky, like our Neighborhood, 39.9% of children lack a medical home.

For most residents of the Neighborhood, preventive health care can be a 90-minute drive from their homes. This information, along with what we learned in interviews and focus groups with health care practitioners, leads us to conclude that **the majority of children in the Promise Neighborhood lack a “medical home,”** that is a place where the providers know the patients and establish an ongoing relationship with them and seek to provide continuous, comprehensive, coordinated care.

Indicator 2: Of 460 Promise Neighborhood three year-olds and children entering kindergarten assessed by the DIAL-3 in August 2011, 70% (322 students) exhibited age-appropriate motor,

language and concept development functioning. A segmentation of this data by school reflects that at one school only 44% of students assessed (29 of 67 students) were exhibiting age-appropriate functioning.

Indicator 3: The vast majority of our children, birth to kindergarten entry, do not have access to early learning opportunities as illustrated in Figure 2 below.

Figure 2. Early Learning Programs in the Promise Neighborhood				
Program	Ages Served	Number Eligible Youth	Number Served	% Served
Center-based or formal home-based	Birth to 5	1,930	129	7%
Early Head Start and Head Start	3- and 4-year olds	1,001	443	44%
Save the Children ESSS	Birth to 3	1,699	225	15%
Save the Children Book Bag	4- and 5-year olds	967	270	28%

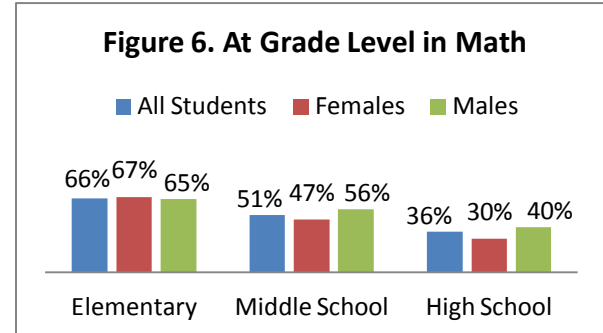
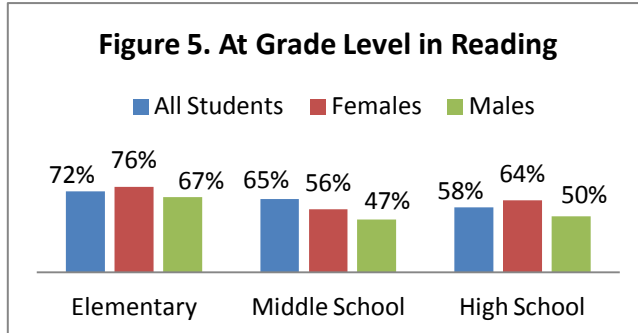
Indicator 4: As illustrated in Figure 3 below, few of our students are at or above grade level according to Kentucky mathematics and English language arts assessments (3rd through 8th and once in high school). The percentage of our students at or above grade level tracks closely with the percentage of Kentucky students at or above grade level in reading until 7th grade. By 7th grade fewer of our students are at grade level than the state and the gap between our students and the state widens as students progress to high school.

Figure 3. Reading and Math Achievement in Promise Neighborhood						
	Reading 2009			Math 2009		
	Total # Students	# Grade Level or Above	% Grade Level or Above	Total # Students	# Grade Level or Above	% Grade Level or Above
3rd grade	483	367	76%	483	362	75%
4th grade	482	355	74%	482	322	67%
5th grade	449	313	70%	449	281	63%
6th grade	458	318	69%	458	272	59%
7th grade	473	300	63%	473	249	53%
8th grade	502	322	64%	502	219	44%
High School	446	266	60%	442	142	32%

Within the Promise Neighborhood, significant achievement gaps exist between subgroups of students. The most significant achievement gap, as illustrated in Figure 4, is between students who qualify for, and those who do not qualify for, free and reduced lunch.

Figure 4. Achievement by Qualification for Free and Reduced Price Lunch							
Percent of Promise Neighborhood Students at or Above Grade Level in Reading							
	3rd	4th	5th	6th	7th	8th	High School
Qualify for Free/ Reduced Lunch	72%	71%	65%	65%	61%	61%	51%
Do Not Qualify for Free/ Reduced Lunch	87%	84%	82%	84%	72%	76%	75%
<i>Achievement Gap</i>	<i>15%</i>	<i>13%</i>	<i>17%</i>	<i>19%</i>	<i>11%</i>	<i>15%</i>	<i>24%</i>
Percent of Promise Neighborhood Students at or Above Grade Level in Math							
	3rd	4th	5th	6th	7th	8th	High School
Qualify for Free/ Reduced Lunch	70%	62%	58%	53%	49%	39%	26%
Do Not Qualify for Free/Reduced Lunch	88%	82%	75%	79%	67%	58%	46%
<i>Achievement Gap</i>	<i>18%</i>	<i>20%</i>	<i>17%</i>	<i>26%</i>	<i>18%</i>	<i>19%</i>	<i>20%</i>

Gender-based achievement gaps exist in middle and high school with females out-performing males in reading and with males out-performing females in math.



The low number of students at or above grade level is strongly connected to the lack of rigorous instruction in our schools. During our planning year, intensive data gathering occurred to quantify the presence, or lack, of rigor within classrooms. Data gathering included instructional walkthroughs of classrooms in every school and at every grade level, interviews with teachers, administrators, students and parents and thorough review of student work as well as review of school level and individual student assessment results.

Our partner, the Collaborative for Teaching and Learning (CTL) coordinated this data

gathering related to rigor and instruction and has quantified the results. Rigor was measured based on these criteria: Instruction tied to Common Core Standards; Meaningful Instruction and Effective Practice; Student-Centered Learning Environment; Arts Infusion; Evidence-Gathering; Teacher Self-Assessment; Professional Development; and Family Involvement. At the middle and high school level, college-going culture, which includes the schools making available and supporting all students in a pre-college curriculum, maintaining high expectations for the achievement of all students, assisting students and parents with the college application process including information about financial aid and engendering community expectations that all students will graduate from high school, college ready, was included as a criteria. Overall, Rigor/Relevance and Differentiation indicators were low at all observed schools.

Figure 7. Promise Neighborhood Classroom Rigor Findings by School Level

Elementary	<ul style="list-style-type: none"> • Instruction is generally tied to common core standards. • Classroom environments are generally conducive for student learning. • Arts infusion to support effective student learning is not generally present. • Schools rank themselves higher than external observers. • Even though schools and observers disagree on the level of practice quality, they observe similar strengths and needs within the schools.
Middle	<ul style="list-style-type: none"> • Middle schools had a higher percentage of classrooms demonstrating college readiness standards than high schools.
High	<ul style="list-style-type: none"> • At high school, though the standards were represented in fewer classrooms, when they were present, they were present at higher levels than middle school classrooms, thus indicating a demarcation in classroom practice quality at the high school level.

Figure 8. 2010 Attendance Rates¹⁰

Grade	PN Attendance	KY Attendance
6	93.03%	94.79%
7	91.99%	94.3%
8	90.63%	93.81%
9	90.96%	92.98%

Indicator 5: There is a slight decline in attendance as students progress from 6th through 9th grades, Figure 8. Our attendance rate is lower than the state at each grade level with the gap getting larger as students

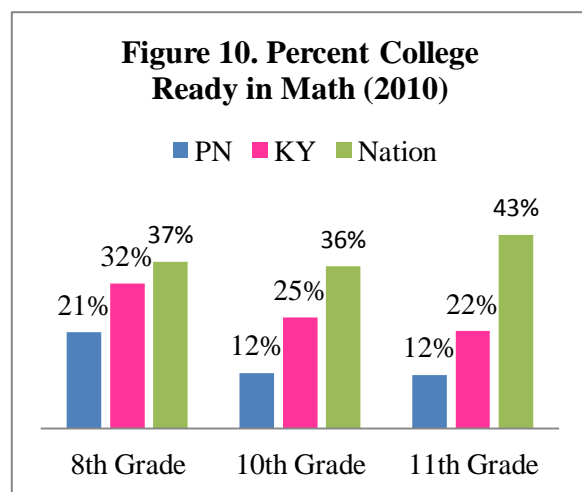
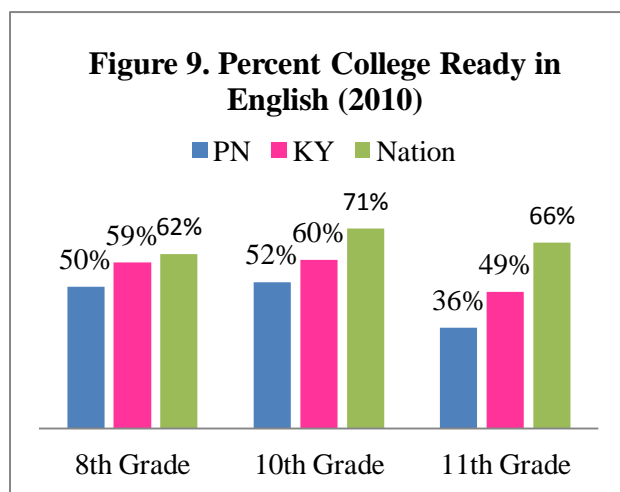
progress.

Indicator 6: In 2010 our Averaged Freshman Graduation Rate was 73.81%. The Averaged Freshman Graduation Rate (AFGR) is the graduation rate approved for Kentucky by the U.S. Department of Education and includes only those that graduate with a regular diploma in four years. The Kentucky AFGR 2010 rate was 76.34%.¹¹

A segmentation of AFGR data by gender shows that males are graduating at much lower rates than females—with an AFGR for males of 64.26% compared to 82.88% for females.

Indicator 7: Few Promise Neighborhood students graduate from high school and obtain a postsecondary degree or vocational certification without the need for remediation.

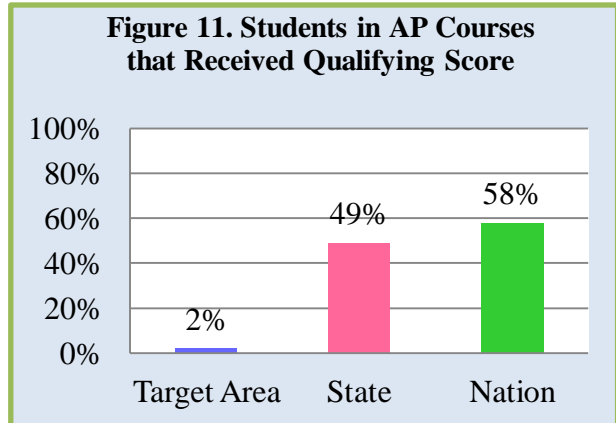
Student level data illustrates that our students are not college ready. In Kentucky, all students are assessed using ACT's EPAS suite of assessments - EXPLORE (8th grade), PLAN (10th grade) and ACT (11th grade) - to determine college readiness. Students at college readiness benchmark have a 50% chance of getting a B or better in the first credit-bearing college course within the content area—English relates to English 101 and mathematics to algebra. Fewer Promise Neighborhood students are at college readiness than the state or the nation in English and math. The gap increases as students progress to high school graduation.



Very few students are successful in rigorous

Advanced Placement courses.

In 2010-2011, there were 940 enrollments in math, science and English AP courses in our Promise Neighborhood. Only 2% (see Figure 11) of students (18 students) enrolled in AP courses



received a 3 or higher on the AP exam (the minimum required to get college credit). This is drastically lower than the state and national percentages of 49% and 58%, respectively.¹²

Of 2009 Promise Neighborhood high school graduates only 41% entered college (195 students out of 419 graduates) as compared 56.4% of Kentucky high school graduates.

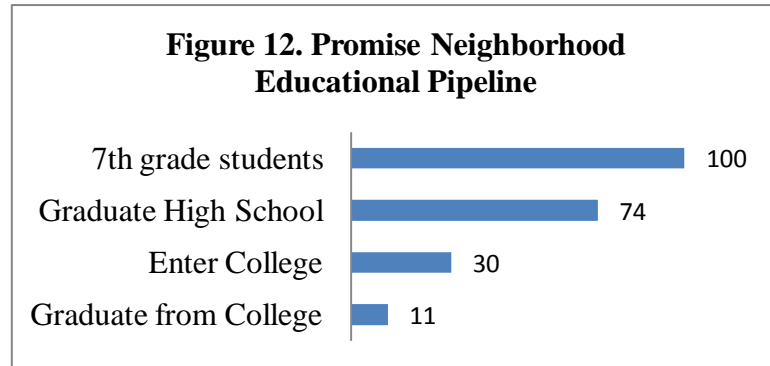
Only 1% of Promise Neighborhood high school graduates entered vocational school (5 students out of 419 graduates) as compared to 6.3% of Kentucky graduates.

The majority of our students enter college with remedial needs. Sixty-three percent of high school graduates from the Promise Neighborhood need one or more remedial courses in college, compared with 38% for all of Kentucky.¹³ Students who are not academically prepared for college face greater obstacles to degree completion. Developmental education lengthens a student's time-to-degree, increases costs and consumes institutional resources.

Very few students from our Promise Neighborhood who attend college graduate with a bachelor's degree within six years. The 2006 bachelor's degree six-year completion rate for the Neighborhood was 35.5%, compared to 56.4% for the nation and 46.4% for Kentucky.¹⁴

Current high school graduation rates, college-going rates and six-year bachelor's degree attainment rates predict a dire future for youth in our Neighborhood. As shown in Figure 12, if we maintain the status quo, only 11 out of 100 seventh graders in our Promise Neighborhood

will receive a bachelor's degree within six years of high school graduation.



Indicator 8: Neighborhood

students are not physically active and do not have adequate opportunities for physical activity. A Promise Neighborhood Health

Survey of 195 6th grade students in the Promise Neighborhood revealed only 21% (40 of the 195 surveyed) participated in at least 60 minutes of moderate to vigorous physical activity daily.¹⁵

The Management Board health team reviewed school health assessments, quantitative and qualitative data and conducted focus groups. Data reveals that school fitness equipment is available only to athletes; that while some schools have walking trails and fitness tracks these are not staffed or used for structured activity during in-school or out-of-school time; and, that no middle or high schools provide the recommended 225 minutes of physical activity a week.

Figure 13. Time Allotted for Physical Education in Neighborhood Schools		
School Level	Time Allotted	Frequency of Physical Activity
Elementary	30 minutes	Daily, entire academic year
Middle	60 minutes	Daily, one nine week rotation during the academic year
High	60 minutes	Daily, one nine-week rotation during four years of high school.

The lack of physical education opportunities in schools is particularly relevant given that our schools are the primary place where students have an opportunity to be physically active. The rural nature of our Promise Neighborhood limits outdoor physical activity possibilities. Sidewalks are virtually nonexistent and most roads have no shoulder, making it dangerous for bicycling, jogging or walking. Within the Promise Neighborhood no organizations, like a YMCA or a Boys and Girls Club, exist to provide youth with physical activity opportunities.

Indicator 9: Youth in our Promise Neighborhood are not getting the recommended servings of fruits and vegetables. The Promise Neighborhood Health Survey of 200 6th graders revealed only 8% (16 students) eats the recommended five vegetables a day.

A School Health Assessment revealed: 1) school cafeterias serve fresh fruits and vegetables on a limited basis, usually only a few days a week and only at a few schools; 2) an average ranking of 2 (on a scale of 1 (low) to 5 (high)) in providing low-fat items for a la carte purchases in the cafeteria; 3) no schools provide low-fat or skim milk; 4) no collaboration between food service staff and teachers; 5) no nutritionists are on staff within the school districts to ensure that students are served nutritious foods; and, 6) only a minimal amount of professional development is provided for food service staff.¹⁶

The lack of physical activity combined with poor eating habits has devastating impact on youth in our Promise Neighborhood. We are facing a youth obesity epidemic at all age levels. Kentucky is ranked 3rd in the nation for adults who are overweight or obese and research suggests that overweight and obese parents are more likely to have children who become overweight.¹⁷ High rates of children aged two to five in our Neighborhood are overweight or obese: Clay County 23%, Jackson 16% and Owsley 23%, compared to 14% nationally.¹⁸ Last year, a Promise Neighborhood Body Mass Index testing of a sample of students showed: 48% of 4th and 5th graders were obese (256 students out of 535 tested) and 60% of 6th graders (112 students out of 188 tested) were obese. These rates greatly exceed the national rate of 37% for youth 4th – 6th grades.

Indicator 10: Only 90% of 6th through 12th graders (872 of 965 students) feel safe at school or traveling to and from school. Data segmented by grade level is illustrated in Figure 14. School areas cited as unsafe include bus loading zones as areas of concern for 6th and 8th graders and

school parking lots as areas of concern for 10th and 12th graders.

Figure 14. Students Perceptions on Safety at School								
	6 th		8 th		10 th		12 th	
	Unsafe	Safe	Unsafe	Safe	Unsafe	Safe	Unsafe	Safe
Neighborhood	10.2%	89.8%	10.1%	89.9%	10.2%	89.8%	10.9%	89.1%

In fall 2010, PN administered a school climate survey, the Kentucky Incentives for Prevention survey, to all 6th, 8th, 10th and 12th graders. The survey asks questions related to youth behavior, risks and safety concerns. As reflected in Figure 15, too many of our students' fear

Figure 15. Safety Survey Results				
Percentage of all students who responded "Yes"				
<i>"Are you afraid of someone making unwanted sexual advances or attempting to sexually assault you at school?"</i>				
	6 th	8 th	10 th	12 th
Neighborhood	49.64%	37.44%	27.94%	16.36%
<i>"This school year, has someone made unwanted sexual advances, or attempted to sexually assault you at school?"</i>				
Neighborhood	4.68%	6.72%	7.04%	3.30%

someone will make unwanted sexual advances or attempt to sexually assault them at school.

Indicator 11: In 2009-2010 the student mobility rate in the Promise Neighborhood was

23.39%. The national mobility rate among school-age children aged 5 to 19, was 14% reflecting student mobility between 2002 and 2003, the most recent national data available.¹⁹ Findings from a June 2009 meta-analysis report include the following as impacts of student mobility:

- Children who moved three or more times between kindergarten and high school had higher rates of school dropout.
- Frequent mobility was associated with significantly lower reading and math achievement.
- Students who move frequently beyond third grade experience the most detrimental effects.²⁰

In addition, our school personnel state that high student mobility makes it difficult for our small rural districts to project staffing needs and reallocate resources to accommodate changes in the number of students in a classroom or with special needs.²¹

Indicator 12: For children ages birth to five, parents have few opportunities to gain the skills needed to help their children be ready to learn. As illustrated in Indicator 3 (see page 5) the majority of children in the Promise Neighborhood do not participate in early learning opportunities. Our asset mapping of the Neighborhood found that parent engagement activities for parents of children birth to five were offered only to parents of children participating in the few early learning programs. Thus, the majority of our parents of children birth to five have no opportunities to learn how to best prepare their children for learning.

Figure 16. Parent Teacher Conferences			
All Students with Parent Participating			
	# Participating	Total # Students	%
K-8th Grade	3,386	4,779	71%
Elementary	2,623	3,430	76%
Middle	763	1,349	57%
Elementary Students with Parents Participating			
	# Participating	Total # Students	%
Tyner	448	448	100%
Big Creek	143	150	95%
Manchester	395	443	89%
Owsley	355	403	88%
McKee	263	358	73%
Oneida	102	140	73%
Paces Creek	240	332	72%
Burning Spring	216	313	69%
Sand Gap	176	273	64%
Hacker	173	314	55%
Goose Rock	112	256	44%

Indicator 13: For children Kindergarten through the 8th grade, 71% of parents participated in parent-teacher conferences. However, when segmented by elementary or middle school, only 57% of middle school parents participated in parent teacher conferences.

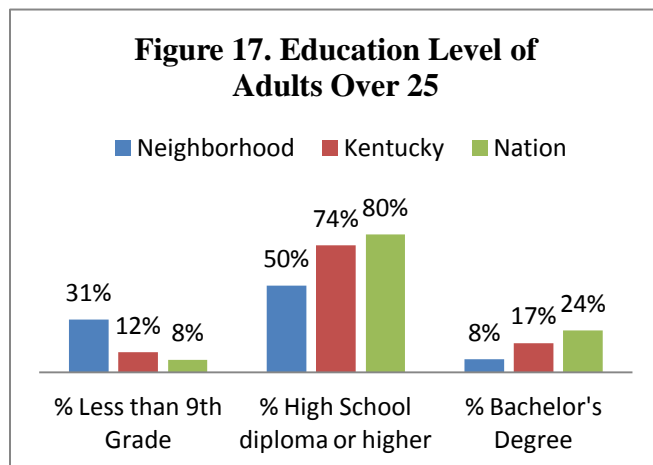
A further analysis reflects that while the average rate of participation at elementary schools is 76%, several elementary schools have much lower participation rates.

Indicator 14: For children in 9th – 12th grades, few parents have the information or the skills to assist with college and career planning. Contrary to popular stereotypes depicting Appalachian parents who do not want their children to attend college for fear of losing the children or that the children “will get above their raising,” we find that most parents *do* want their children to

succeed at school and attend college. A survey of 285 parents of Promise Neighborhood 10th and 11th grade students showed that 97% (276 of 285 parents) have spoken with their child about college. Sixty-seven percent (192 of 285) think their child will receive a four-year degree.

While the parents have high educational and career aspirations for their child, they lack the information or skills to assist their child. Seventy-one percent (201 of 285 parents) had talked with no one about college entrance exams and 60% (172 of 285 parents) had spoken to no one about financial aid availability. Only 12% (35 of 285 parents) thought their children could afford to attend public four-year colleges using financial aid, scholarships and family resources.

The parents of children birth – 12th grade are not receiving the information and training necessary to support their child in preparing for college or career. A parent's education level influences a child's preparation for college. A U.S. Department of Education study found that only 19% of students whose parents had completed high school diplomas or less were "very" or "highly qualified" to enroll in college.²² These parents are less likely to seek help, ask questions, or even know what questions to ask to support their child.



Our Neighborhood has historically been under-educated. Of the residents in our region over the age of 25, almost one-third (31%) have less than a 9th grade education. Only one-half have high school diplomas and only 8% have bachelor degrees or higher.²³ These adults are the parents of

students currently enrolled in our schools.

Indicator 15: Promise Neighborhood instructional walk throughs reflect technology is not being

used to enhance and support student learning. In a 2011 technology survey, 47% of teachers (133 of 285 teachers) listed as their district's single most pressing technology challenge was "Helping teachers effectively use technology."²⁴ Students within our Promise Neighborhood do have adequate access to technology. Seventy percent of students surveyed (2,495 of 3,554 students) report having home access to broadband internet. It is vital that teachers develop the skills to utilize technology as a learning tool.

II. QUALITY OF THE PROJECT DESIGN

A. The continuum of solutions is aligned with an ambitious, rigorous, and comprehensive strategy for improvement of schools in the neighborhood

Creating excellent schools is at the heart of our Promise Neighborhood work. The three public school systems in our Neighborhood are key partners as evidenced by the Memorandum of Understanding (Appendix C). In Kentucky, there are no charter schools and in our rural area there are no private schools. The youth of our Promise Neighborhood attend the public schools within the Neighborhood. To improve the educational outcomes of our youth, we **must** improve our public schools.

We have developed a continuum of solutions to ensure positive educational outcomes for all children birth – career. Our continuum of solutions is aligned with an ambitious, rigorous and comprehensive strategy for improvement of all schools in the neighborhood. The key elements of our strategy to improve all Promise Neighborhood schools are discussed below.

Accreditation of all schools within the Promise Neighborhood: Our partner AdvanceED, parent company of the Southern Association of Colleges and Schools, will assist all Neighborhood schools through the accreditation process. Accreditation is a voluntary method of quality assurance and is a set of rigorous protocols and research-based processes for evaluating

an institution's organizational effectiveness. The internal self-assessment a school conducts against a set of research-based quality standards can produce a wealth of galvanizing insights.

Use of data-based decision making in school planning: Our school leadership lacks sufficient tools and skills to analyze and use data to shape instruction. This weakness, revealed during our data collection, is impacting student achievement. AdvanceED will provide each school district with ASSIST, a web-based school and district improvement planning framework and management system and hands-on training and follow-up on using the system. ASSIST uses state-of-the-art technology to guide users through a meaningful continuous improvement process, support disciplined thought and data-based decision making, and ensure that compliance details and improvement activities are effectively monitored and implemented. Through the use of ASSIST, school leaders will have the ability to create unique data profiles, build high-quality goals and plans, document the implementation process and evaluate effectiveness of program and planning initiatives in a single user-friendly system.

Use of College and Career Readiness Targets and Benchmarks: College- and career-readiness performance targets are test scores that indicate a student is on track to be academically prepared for college by the time he or she finishes high school.²⁵ Once college and career readiness performance targets have been set, students can be divided into academic preparation groups and services can be targeted to students based on college and career readiness performance targets and the size of students' academic preparation gaps.

We are partnering with the National Center for Educational Achievement (ACT/NCEA), a department of ACT, and will use the ACT/NCEA College and Career Readiness Targets (CCR Targets) for grades 3rd – 7th and the ACT College Readiness Benchmarks – EXPLORE/8th grade, PLAN/10th grade, ACT/11th grade.

ACT/NCEA and the Kentucky Department of Education will provide us with CCR Targets and ACT College Readiness Benchmarks **for each Promise Neighborhood student** based on the individual student scores on Kentucky's state assessment. This individual student data will be downloaded into our Promise Neighborhood early warning system and will provide staff and school partners information needed to define a path to College and Career Readiness for each student. Continual monitoring of student level targets and benchmarks via the Promise Neighborhood data system will ensure that the interventions necessary to get each student on track for high school graduation and college and career readiness is provided.

Use of Longitudinal Early Warning System: Research has shown that students who eventually leave high school before graduating exhibit strong predictive warning signs, such as infrequent attendance, behavior infractions and course failure. These warning signs more accurately predict whether a student will drop out of high school than any socio-economic factors and can be used to predict high school graduation as early as the start of middle school.²⁶ In partnership with our schools and the Kentucky Department of Education (KDE), we are prepared to launch a Promise Neighborhood longitudinal early warning system that tracks individual student data—socio-economic status, school data, achievement data, CCR targets and ACT benchmarks. The backbone of this system will be Kentucky's longitudinal data system. Promise Neighborhood Academic Specialists located in each of our schools will access the system to produce academic early warning reports using the student-level longitudinal data. This will enable staff to intervene early and consistently to ensure students are on-track.

High Quality Professional Development: Utilizing data gathered from our planning year instructional walkthroughs, interviews and data review, we have developed a comprehensive plan for professional development. Our school leadership assisted in the design

of the professional development plan and will provide the access to teachers, and administrators necessary to effectively implement and support the professional development.

Professional development will be implemented by our partner the Collaborative for Teaching and Learning (CTL) a nonprofit, educational consulting firm with 17 years of experience and will include: Artful Reading, Functional Literacy, Mathematics Literacy, Technology Integration and Instructional Coaching. CTL's hallmark is customized training and coaching support at the classroom and school leadership levels, the integration of the arts into training and recommendations for classroom pedagogy. *During the planning year, CTL piloted the Artful Reading professional development with positive results.*

Increased access to rigorous and engaging coursework: The culture in our Neighborhood schools must be transformed into one that recognizes students can achieve well beyond our expectations. We will replicate the National Math and Science Institute Advanced Placement Teacher Incentive Program (APTIP) with fidelity within our Neighborhood.

A key step in replicating APTIP is to establish an inclusive school environment that encourages students to enroll in rigorous courses. While some schools require students to prove their way into challenging courses, which limits enrollment to just the top few, this policy erroneously reinforces stereotypes about what AP students "look like." In contrast, APTIP schools rethink their AP culture by adopting open enrollment and recruiting more students, including high-need students, thereby allowing many more students to succeed at that level.

NMSI insists those who replicate APTIP train pre-AP and AP teachers with relevant pedagogical methods and provide continual support as teachers adopt new skills. This intensive support and training is critical to building the capacity and in-depth content knowledge required to successfully teach AP courses. Over five years, all math, science and English teachers will

receive three years of Laying the Foundation,²⁷ the Pre-AP program within the NMSI model.

Extended Learning Opportunities: We have developed a comprehensive plan for extended learning opportunities within the Promise Neighborhood schools. We have developed an after-school and a summer program that is aligned and supportive of the school curriculum and focused on math, reading, nutrition education, physical activity and character development. These opportunities for extended learning will serve students in grades K-12th, providing active learning academic enrichment activities along with personal and social development activities. After-school programming will run from the end of the school day until 5:30 pm each day, giving ample time for subject-area enrichment, physical activity and social development. Summer extended learning will include six weeks of full-day, structured, supervised activities.

Our strong partnership with our Promise Neighborhood public schools makes it feasible to implement the above strategy for rigorous improvement of our schools. This strategy was developed with schools and the schools will provide us access to students, teachers and data. The schools will actively engage us each year as they develop their calendars, their professional development plans, budgets and school improvement plans. *More information on the key elements of our strategy can be found in Appendix F.*

B. Our plan creates a complete continuum of solutions to prepare all children to attain an education and successfully transition to college and career, and will significantly increase the students served by the complete continuum to reach scale over time

We base our continuum of solutions on a set of assumptions:

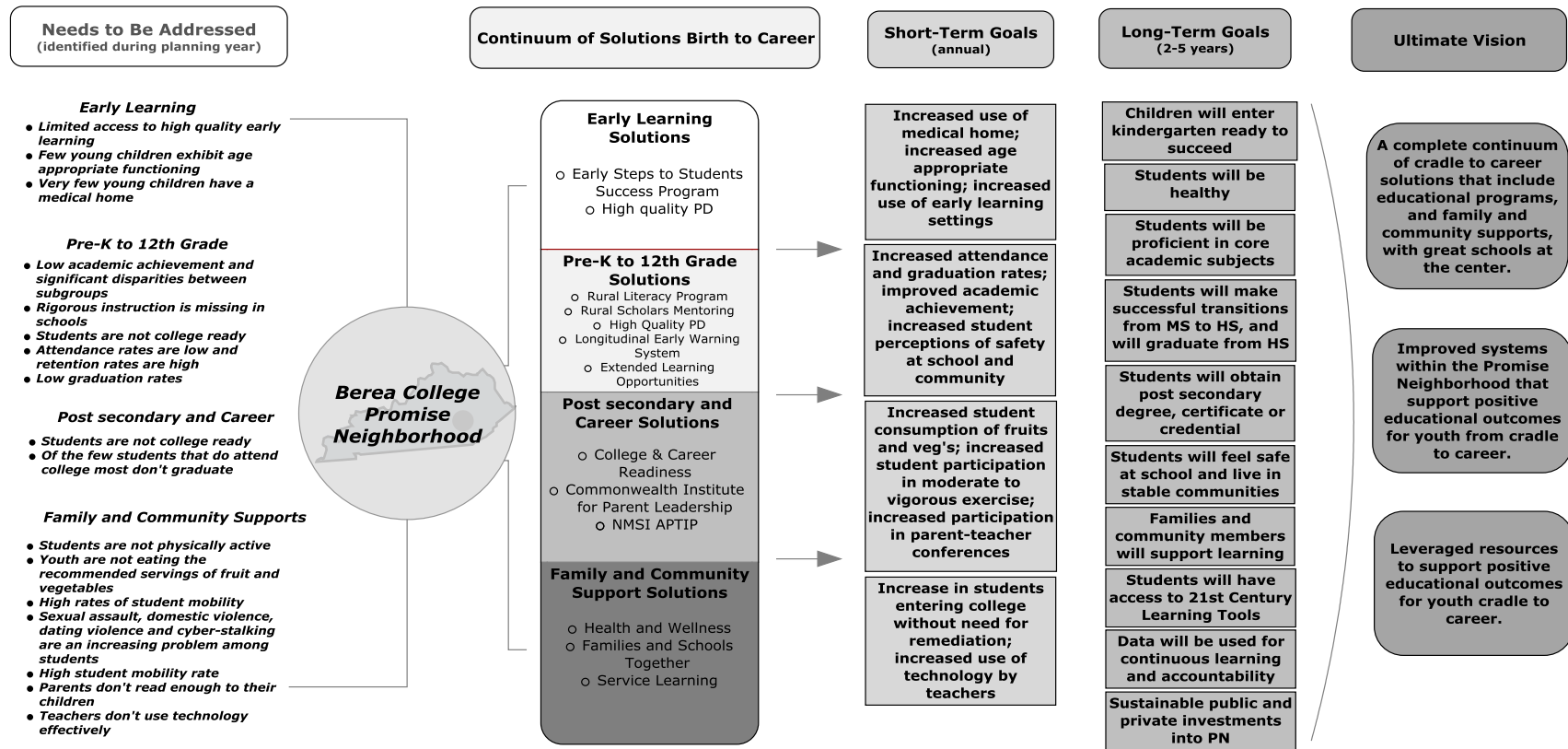
- Strong schools prepare students for eventual college and career and are a central component to increasing community self-efficacy.
- Parents and the community hold assets that, when tapped, can contribute to both the

strengthening of local schools and the economic and social development of the community.

- Schools in our region of Appalachia can draw on a rich tradition of arts and humanities, involving community artists who can increase student learning in and through the arts.
- Student literacy development is a critical component of student success, requiring renewed emphasis as students make the transition to middle and high school. Engaging parents in literacy development activities with students can promote student learning and strengthen parents' ability to succeed economically and contribute socially.
- Creating a culture committed to college-going within the K-12 system and the larger community can contribute to raising student and family aspirations for college and career.
- Attending to health needs of students can ensure that they are ready for school as they enter kindergarten and that health concerns will not be a barrier to learning as they progress.
- Engaging local businesses and services can result in students and their parents learning together and working to strengthen local schools.

Key elements along our continuum – for example high quality professional development for teachers and child care providers, accreditation of schools, implementation of an early warning system – immediately impact all students in the Neighborhood. Thus, **all** students will be impacted by solutions along the continuum in year one. Other elements – such as mentoring, extended learning opportunities, Early Steps to Student Success – will reach a subset of students each year – for example, low income students, males, elementary students – based on our segmentation of needs data. Each year, targeted interventions will serve more students. *See Appendix F for information on the scaling up of our interventions over the life of the grant.*

Figure 18, our logic model, below, illustrates our continuum of solutions



C. Existing assets and programs that will be used to assist in implementing a continuum of solutions

It is critical that the Promise Neighborhood initiative work closely with existing assets and programs to maximize resources and avoid duplication of services. A key piece of the work during the planning year was an asset mapping of the Promise Neighborhood to determine programs and assets that can assist with the implementation of our continuum of solutions. Members of

the Management Board are active within the local community as business persons, leaders of nonprofit organizations, volunteers, parents, artists and scholars. They were invaluable during the asset mapping and their input and community connections ensure that we have identified the primary assets and programs within the Neighborhood.

Subsequent to identifying community programs and assets, we connected and invited the leadership of these programs to become part of the Promise Neighborhood planning process. The vast majority of community leaders we connected with were eager to braid their programs with the Promise Neighborhood Initiative. Our asset mapping ensures that we are coordinating with existing programs and assets. Our community engagement work during the planning period will ensure that as we implement we continue to coordinate with other community efforts.

Figure 19, below, summarizes the existing assets and programs within the Promise Neighborhood that will be used to implement our continuum of solutions:

Figure 19. Existing Programs in the Promise Neighborhood		
Existing Resource	Description	Funding
21 st Century Comm. Learning Centers	After school and summer programming for youth of Manchester Elementary and Owsley County High School	Federal
ACHIEVE Grant	Programming to improve physical activity within the PN	Private
AmeriCorps (at EKU and NKU)	Provides AmeriCorps members to serve as tutors and as College Access Coaches in Neighborhood schools	Federal
Appalachian Fund, Berea College	Provide operating support to nonprofit community based organizations that serve the youth and families of PN	Private
Berea College GEAR UP	College and career awareness activities and support for Jackson County High School Seniors	Federal
Berea College Mentoring Grant	Mentoring and intensive academic services to parents and families of 25 Jackson County high school students	Federal
Berea College Upward Bound Math & Science	Academic, math and science, and career awareness for 8 Jackson County High School Students	Federal
Berea College WEEA	Academic services to 8 female high school students	Federal
Booneville Methodist	Community based activities in Owsley County for youth	Private
Cumberland Valley Health Department	Health education workshops and activities in Jackson and Clay Counties	Assorted

Figure 19. Existing Programs in the Promise Neighborhood		
Upward Bound (various colleges)	Provide intensive summer and academic year college access programming to 20 youth from Neighborhood	Federal
EKU Stewardship Program	Mentoring, tutoring, college-access information, and professional development on math and literacy content	State
Elgin Foundation	Health services & literacy programming in Clay County	Private
Grow Appalachia, Berea College	Provide families with the Promise Neighborhood with mini-grants to support local gardens	Private
Kentucky Domestic Violence Association's Economic Justice and Empowerment Program	Provide asset-building services such as financial education, free income tax preparation, and matched savings accounts, including education savings accounts, to residents of the Promise Neighborhood	Assorted
Lord's Gym	Community based activities for Jackson County students	Private
Prichard Committee for Academic Excellence	Provide ReadyKentucky training and information sessions to schools and parents throughout the PN	Private
Save the Children, Inc.	Provides Rural Literacy Program and Early Steps to Student Success throughout Promise Neighborhood	Private
Student Support Services	Provide intensive academic, career, and college readiness support to PN youth currently enrolled in college	Federal

D. Our implementation plan, including clear, annual goals for improving systems and leveraging resources

Based on previous experience implementing federal grants of this size and scope, we have developed an extensive implementation plan for effectively managing the Promise Neighborhood program. This plan includes: 1) an implementation timeline; 2) adequate procedures for program management and reporting; and 3) quality key personnel adequate to implement the project.

Figure 20 illustrates our annual goals for improving systems and leveraging resources as illustrated below along with our plan for establishing a baseline and our tools for measurement. Our clear annual goals for improvement of Indicators along the continuum of solutions are discussed in Figure 25 on Page 38.

Figure 20. Annual Goals for Growth for Improving Systems and Leveraging Resources		
Goal: Improve systems in the Neighborhood to support positive educational outcomes for youth, birth to career.		
Indicator	Annual Goals for Growth	Measurement
Indicator: # of policies, systems or procedures within the school and the community that support, or prohibit, positive outcomes for youth.	25% annual increase in the number of policies and systems within the Neighborhood that support positive youth outcomes to along the continuum of solutions.	Baseline and Measurement: During Year One, evaluate polices, systems or procedures to determine 1) barriers to student success; 2) absences of needed policies to ensure student success (to establish baseline) and then reevaluate each year thereafter to determine impact. Annually years one – five.
Indicator: Implementation of data system for collecting, analyzing and using data for learning, continuous improvement and accountability.	A 25% increase annually in the number of partners utilizing the data system, either at the individual level or aggregate level, for learning, continuous improvement or accountability.	Baseline and Measurement: During Year One, data base will be established and usage by partners monitored (to establish baseline). In years 2 – 5 usage by partners will be monitored and reported.
Goal: Leverage resources to support positive educational outcomes for youth birth to career.		
Indicator: Development of an infrastructure to support, seek and track public and private investments into the Promise Neighborhood.	A 10% annual increase in the number of proposal or requests for funding submitted by Berea College and our partners to support the Promise Neighborhood continuum of solutions.	Baseline and Measurement: During Year One, a grant tracking system will be established to monitor requests for funding on behalf of Promise Neighborhood partners. A baseline will be established based on the number of proposal or requests submitted in Year One. In years 2 – 5 requests or proposals will be monitored and reported.
Indicator: Continuation of formal and informal partnerships to support and sustain the Initiative.	Annually, 80% of Management Board members will be active and attend meetings or actively engage in programs.	Baseline and Measurement: Upon notice of funding, Management Board members commit to service. Attendance at meetings and engagement in programs will be tracked annually.

Implementation timeline: Our Year One timeline with milestones for accomplishing project tasks and responsible party follows (Figure 21). No major changes are anticipated during the 2nd through the 5th years.

Figure 21. Implementation Timeline

YEAR ONE OPERATIONAL TIMELINE AND PERSONNEL RESPONSIBLE	
Principal Investigator (PI); Project Director (PD); Services Coordinators (SC), Associate Director of Operations (O), Associate Director of Data & Evaluation (DE), Academic Specialist (AS), Student Success Coaches (SSC), Content Area Specialists, (CAS)	
WEEKLY ONGOING ACTIVITIES	
School meetings to review data and discuss caseload of individual students (AS) (SSC), Tutoring sessions and rigorous courses (AS), Early Warning Reports, Maintenance of Time and Effort Logs and Service Reports (ALL), Parent Engagement, Health, Art, Out-of-School Programs (All), Mentoring with At-Risk Students (AS) Collect and analyze data (DE) Maintain Early Warning System (DE)	
MONTHLY ONGOING ACTIVITIES	
Meetings: <i>Management Board Meeting (All); PN all staff meeting (All) School faculty meetings (SSC) (AS) Berea College Sponsored Programs Directors Meeting (PD) Staff Development (ALL), Professional Development for Teachers (MG, SPS) Workshops for students (AS) Parent Informational Workshops (MG, SC, AS, CAS) Reconcile federal/match expenditures with college accounting office statements (O) College, Cultural and Job Site Visits for students and parents (SSC) (AS) PN newsletter mailed and inserts for local papers provided (PD)</i>	
QUARTERLY ONGOING ACTIVITIES	
Financial Site Visits (Sept, Nov, Feb, May, Aug) (PD) (O)	
SUMMER ACTIVITIES	
Extended Learning Opportunities for all grade levels; Parent Institutes (PD) (SSC) (SC) (CAS)	
January 2012	February 2012
Hire staff, Establish Offices (PI) Introduce Promise Neighborhood (PI) Meeting with School Officials (PI) Receive data download from KDE (PI)	Set project benchmarks and targets (DE) Administer Parent & Student Survey (DE) Conduct walk-through assessments (PD) School Team Planning Retreat (PD)
March 2012	April 2012
National Grantee Meeting (PI, PD, O, DE) Continue Parent & Student Surveys (DE) Continue walk-through assessments (PD)	Planning for summer (PD, SC, consultants) Community-based programming begins (SC) Evaluation of Staff (PD)
May 2012	June 2012
Collect EPAS data from Schools (DE) Begin Longitudinal Study (DE)	Collect data on performance (DE) Summer Out of School Programming
July 2012	August 2012
Continue data collection (DE) Summer Programming (SC) (CAS)	Conduct Focus Groups (DE) Out-of-school programming begins (SC)
September 2012	October 2012
Conduct walk through assessments (PD)	Year 2 Planning Retreat (All)
November 2012	December 2012
Confer with Partners Regarding Match & Year 2 Commitments (PI) (PD) (O)	Annual Review and Evaluation (PD) (DE) File Annual Performance Report (PD)

Adequate procedures for program management and reporting: Policies and procedures are in place for data collection, recordkeeping and reporting—financial, student and services. Berea College personnel, financial and management policies are in place to ensure compliance with all federal and state regulations. In compliance with Department of Education regulations, all personnel will maintain time and effort logs and submit them monthly to the Project Director who will review and sign them, filing them in the Promise Neighborhood office.

Quality key personnel adequate to implement the project: The time commitments of all personnel are appropriate. Key personnel, with qualifications and responsibilities, include:

Project Director (100% FTE): In Fall 2010, upon notification of funding of the Promise Neighborhood Planning Grant, Berea College and the Management Board conducted an extensive search for a Project Director. Their unanimous choice to lead the Promise Neighborhood initiative as Project Director was [REDACTED]

[REDACTED] The Project Director (PD) reports to the Principal Investigator. Qualifications and responsibilities are described in Figure 22, below.

Figure 22. Project Director	
Project Director 100% for 12 months	
QUALIFICATIONS	RESPONSIBILITIES
A Master's degree in educational administration, education, or related field, or significant experience leading educational reform efforts, an organizational management background strongly preferred	Develop and refine program operations; design and implement evaluation; supervise staff hiring, development and evaluation; oversee budget planning – federal and match
Minimum 10 years experience in personnel/program/fiscal management required	Ensure objectives are met and program is in compliance with USDOE and EDGAR
Minimum of five years experience with federal grants management, including budget responsibility , required	Guide development of seven year plan of operation with specific strategies to meet student, parent and school needs
Demonstrated knowledge and leadership in the areas of school reform, college and career readiness, and program evaluation	Maintain relationships with partners; ensure all stakeholders, including teachers, students and parents, have input

Upon notification of funding, Berea College will search for the following key personnel:

Associate Director of Data and Evaluation (ADDE) (100% FTE): Responsibilities:

Reporting to the Project Director, the ADDE will work closely with the Kentucky Department of Education, our schools, and the Evaluator, to design and implement the Promise Neighborhood Database and the early warning system. The ADDE will ensure timely collection and analysis of data and dissemination of results; closely work with the Project Director and the Associate Directors to ensure that all program activities and services are continuously informed by the feedback received from quantitative and qualitative data; assist the Project Director in completing and submitting the required Annual Performance Report and Evaluations and serve as a liaison with the national evaluation. **Qualifications:** A master's degree in evaluation, education, or related areas is required, with a Doctorate in educational evaluation strongly preferred. At least five years experience evaluating educational programs, required.

Associate Director of Operations (ADO) (100% FTE): Responsibilities: Accountable to the Project Director, the ADO is responsible for the fiscal management of the program. The ADO will train all staff in Berea College and federal financial procedures including appropriate use of federal funds, EDGAR specifications regarding matching funds, and Berea College purchasing and travel policies. The ADO will ensure that adequate records are maintained to document all financial transactions, whether federal or matching. The ADO will reconcile all funds, federal and matching, on a monthly basis. **Qualifications:** A bachelor's degree in Accounting or Finance is required, with an MBA or a CPA certification preferred. Minimum of five years working with grants required; experience with grants that require matching preferred.

Service Coordinators (100% FTE; 4 positions): Responsibilities: Service Coordinators will plan and implement services within the Promise Neighborhood. Each SC will be responsible for one area of the continuum—early childhood and elementary, middle grades, secondary and

postsecondary and wraparound services. Within their area of the continuum, Services Coordinators will supervise staff in the delivery of timely and targeted services to students (Early Childhood and Elementary SC will supervise the Academic Specialists placed within the elementary schools; the Middle Grades SC will supervise the Academic Specialists and Student Success Coaches placed within the middle schools; the Secondary and Postsecondary SC will supervise the Academic Specialists and Student Success Coaches placed in the high schools and at community locations; the Wraparound SC will supervise the Content Area Specialists). Service Coordinators will ensure that staff receives training on best practices and evidence based programs. They will collaborate to ensure a continuum that provides services to all youth with no resource or age gaps. **Qualifications:** A bachelor's degree is required and a master's degree is preferred. Experience training and supervising personnel is required as is five years experience within one of the following specialties: early childhood and elementary education; middle grades education; secondary and postsecondary education; and wrap around services. Preferred skills and experience include: experience teaching in rural schools; understanding of first generation, low-income youth; and familiarity with college access programs.

Academic Specialists (AS) (100% FTE, 16 positions): **Responsibilities:** An Academic Specialist will be located in each School (11 elementary AS; 2 middle school AS; three high school AS). Academic Specialists will provide direct services and interventions to students. The AS will meet with students, individually and collectively, to develop a plan for academic success and to provide academic interventions and referrals to services necessary to ensure success. The AS will work with students for as long, and as intensively, as needed to assist each student. Academic Specialists will monitor individual student data using the early warning system to ensure that interventions occur as soon as signs of concern rise (attendance issues, discipline

referrals, etc.). **Qualifications:** Must qualify to work within a partner school. A bachelor's degree in education, counseling or related field is required, with a master's degree preferred. Preferred skills include: proven experience collaborating with teachers, administrators and parents; excellent rapport with students; high expectation for all students; ability to tutor students in academic contents; understanding of the skills and academic levels needed to be college and career ready, and a belief that all students can be college and career ready.

Content Specialists (CS): (100% FTE; 3 positions): **Responsibilities:** CS will be hired in: arts programming (1 position); out-of-school time programming (1 position); and health education (1 position). Content specialists will provide and coordinate programming within their area of expertise within the Neighborhood; convene experts and partners to develop a comprehensive offering of in-school and out-of-school programs for youth, birth – career, and their families; ensure that best practices are followed in all programs; that evidence-based programs are implemented and that all programs are evaluated and modified as necessary to meet the needs of participants. **Qualifications:** A bachelor's degree in area of expertise or a related field is required, with a master's degree preferred. Experience teaching, training or developing programming is required as is three years experience within the area of emphasis. Preferred skills and experience include: evidence of effectively partnering with rural schools and rural communities; understanding of first-generation, low-income youth.

Student Success Coaches (SSC) (100% FTE, 8 positions): **Responsibilities:** SSC will provide college and career awareness information to students and parents to support preparation for a successful transition to college or career; and to remove barriers to student success. SSC will maintain a caseload of students identified as students who may need extra mentoring and support to successfully transition to college and career. One SSC will be placed at each middle

(2) and high school (3). In addition, one SSC will be placed with a community partner (adult education, community college, workforce development council) in each of the three towns to work closely with youth who are transitioning from high school to career or college).

Qualifications: A bachelor's degree in social work, education or a related field is required. Preferred skills include: proven experience collaborating with teachers, community members and parents; excellent rapport with young adults; high expectation for all students; understanding of the skills needed to be college and career ready and a belief that all students can succeed.

In addition to the key personnel, three one-half time Parent Engagement Specialists, five Program Associates, two Administrative Assistant and two Data Entry Clerks will provide support necessary to ensure we meet all program goals and objectives.

III. QUALITY OF PROJECT SERVICES

A. The needs assessment and segmentation analysis, including identifying and describing indicators, that were used to determine each solution within the continuum

During the planning year, we conducted extensive quantitative and qualitative data collection and analysis of information to determine and prioritize the needs of our Promise Neighborhood. Our primary methods of data collection included:

- **Review of Archival Data:** We reviewed dependable sources of archival data that measure indicators of neighborhood quality, health and well-being (for example, the Annie E. Casey Foundation KidsCount and the American Community Survey) as well as educational achievement and progress (for example, Kentucky Department of Education reports on attendance and graduation rate).
- **Surveys:** We reviewed reliable surveys conducted by our partners (for example school climate surveys) and conducted surveys (for example, a student health and wellness survey).

- **Focus Groups and Meetings:** During the planning year, open meetings and focus groups organized by topic – dropout, health, and early childhood – were held throughout the Neighborhood and were attended by 665 individuals from in and around the Neighborhood.
- **Ethnographic Research:** We utilized ethnographic research, coordinated by our Folklorist, to ensure that we heard the community voices that often go unheard. The Promise Neighborhood Folklorist and three Community Scholars gathered and analyzed ethnographic observations and conducted oral interviews with 99 Neighborhood residents, ages 10 to 76. Interviewees were selected because they represented groups identified as being the unheard voices of our community – teenage mothers, incarcerated citizens, students, senior citizens, etc. Consistent with the racial and socio-economic composition of our community, 97% of these interviewees were Caucasian and more than 70% were classified low income.

Once data was collected, it was analyzed by the Management Board and community members. Two community wide meetings were held to present data and get community feedback on the prioritization of data. A key part of data analysis was the segmentation of the data. Data was segmented by gender, income, school level (elementary, middle or high), grade level, and county of residence.

Based upon our data analysis, we developed a continuum of solutions to address the needs identified for each Indicator as shown below. *The Need Indicators refer back to the specific pages in the Need section where we discussed the Indicator in detail.*

Figure 23. Indicators and Solutions

Need Indicators	Promise Neighborhood Solutions to Address Need Indicators
Early Learning	
Indicator 1: Few students birth - Kindergarten Entry have a medical home. (Page 4)	Incorporate importance of preventive health care and availability of health care in Neighborhood into Early Steps to Student Success Program and into sessions provided to child care providers
	Partner with health care providers to hold well-child sessions during Neighborhood events
Indicator 2: Few three-year-olds & children in Kindergarten exhibit appropriate functioning across multiple domains of early learning. (Page 4)	Expand number of students served by Early Steps to Student Success
	Train formal and informal home providers and center providers of childcare on appropriate curriculum to ensure school readiness.
	Provide programs for parents and child care providers on topics such as school readiness importance of reading in the home, using the arts to engage children, etc.
Indicator 3: Children do not have access to high quality early learning opportunities. (Page 5)	Provide programs for child care providers on topics such as the Kentucky STARS rating system and age appropriate school readiness curricula, and using the arts to engage children
	Provide programs on starting an in-home child care program on topics such as appropriate curricula, how to start a formal in-home child care center and the Kentucky STARS rating system
	Form an Early Learning Network to increase communication and leverage resources
	Expand number of students served by Early Steps to Student Success
Pre-Kindergarten to 12th Grade	
Indicator 4: Few students are at grade level in math, reading and English. Fewer low-income students are at grade level in math, reading and English than non-low income students. Fewer females are at grade level in math than male students. Fewer male students are at grade level in reading than female students. (Page 5)	Expand the students served by the Rural Literacy Program for struggling readers
	High Quality Professional Development for Teachers
	Replicate National Math and Science Initiative's APTIP
	Implement early warning system; continual review of student data by Academic Specialists; referrals to tutoring, academic programs, support services
	Vertical teaming of math, science and English Teachers
	AP open enrollment/active recruitment of low-income students
	Parent Sessions targeted toward parents of low-income youth on importance of rigorous course taking, Pre-AP and AP
	Extended Learning Opportunities: after-school and summer; active recruitment and retention efforts targeted at low-income students; diverse academic enrichment activities differentiated to meet the learning styles of males and females.
	Tutoring differentiated to meet learning styles of females and males.

Figure 23. Indicators and Solutions

Need Indicators	Promise Neighborhood Solutions to Address Need Indicators
	Parent Conferences and Promise Neighborhood staff home visits to review student progress with emphasis on visiting homes of disengaged, low-income students Parent Institutes to engage parents in the educational process
Indicator 5: Low attendance rates of 6 th , 7 th , 8 th , 9 th grade students. (Page 7)	Rural Scholars Mentoring Program Implement early warning system; continual review of student data by Student Success Coaches; referrals to support services; engage the student in activities of interest FAST programming to improve communication between students, families and school Modify school policies to encourage service learning for middle and high school students Middle school to high school transition program
Indicator 6: Low graduation rate. Males have lower graduation rate. (Page 8)	High Quality Development for Teachers Implementation of high impact practices such as service learning to engage students Rural Scholars Mentoring Program Tutoring differentiated to meet differing learning styles of females and males Student Success Coaches to provide guidance to students, assist them with planning for a successful completion of high school
Postsecondary and Career	
Indicator 7: Few high school graduates enter college or vocational school without the need for remediation, and attain post-secondary degree or vocational certification. (Page 8)	Student Success Coaches to provide guidance to students, assist them with planning for a successful transition to career or college Professional development and activities to create a college-going culture in all schools AP Open Enrollment/active recruitment of low-income students Parent Sessions targeted toward parents of low-income youth on importance of rigorous course taking, Pre AP & AP Individual financial aid information provided to each student by the Student Success Coaches- <i>21st Century Certificates</i> (9 th grade) <i>Student Financial Aid Profile</i> (11 th grade) Mentoring Programs for At-Risk Students Student and Parent Activities and workshops on Learning Styles, college awareness, etc. Study skills, time management, note-taking; test taking, team building, self discipline workshops to prepare students for successful transition to life

Figure 23. Indicators and Solutions

Need Indicators	Promise Neighborhood Solutions to Address Need Indicators
	School-wide advising program utilizing an Individual Plan for each student that outlines goals and necessary steps for graduation and successful transition
	Orientation to College for High School Graduates
	College and Career Knowledge Workshops for Parents
	FAFSA info workshops and FAFSA completion sessions
	IDAs and Education Savings Accounts for students and parents
	Visits to college campuses, vocational schools, career sites and intensive job shadowing
Family and Community Supports	
Indicator 8: Students are not physically active and do not have adequate opportunities for physical activity. (Page 10)	Opportunities for physical activity during extended learning times - after-school and summer
	Professional development for physical education and health teachers
	Modify school policies to ensure that all youth have opportunities to use fitness equipment and that schools provide adequate time during the school day for fitness
Indicator 9: Youth are not getting the recommended servings of fruits and vegetables. (Page 11)	Programming for parents and students of all ages on nutrition, healthy eating and the importance of physical activity
	Hands-on experiences growing food, preparing food and tasting healthy foods
	Professional development for food service workers and teachers on food preparation, farm-to-school, and integrating food production and preparation into the curriculum
Indicator 10: Youth feel unsafe at school and traveling to and from school particularly in regard to sexual assault and sexual violence. (Page 11)	Workshops and activities for parents and students of all ages on anti-violence, interpersonal communications, awareness and prevention of cyber-stalking and bullying
	Modify school policies to ensure that adequate policies and procedures are in place and followed regarding stalking, cyber-stalking, bullying, dating violence, etc.
	Implementation of the Green Dot anti-violence curriculum
Indicator 11: High rate of student mobility. (Page 12)	Implementation of Promise Neighborhood Longitudinal Database, utilizing standardized unique identifiers, to track students who move from school to school
	Promise Neighborhood Academic Specialists will meet with parents and students who transfer to and from the school, to review their records and to ensure that they continue to receive the services needed to succeed

Figure 23. Indicators and Solutions

Need Indicators	Promise Neighborhood Solutions to Address Need Indicators
	When students transfer to schools outside the Promise Neighborhood, Academic Specialists will call the student's new school to ensure that the new school has the student records and information necessary to successfully transition the student
Indicator 12: For children birth – kindergarten, few parents have opportunities to gain skills needed to assist their child in preparing for school. (Page 13)	Provide programming for parents of children birth – kindergarten on topics such as school readiness importance of reading in the home, using the arts to engage children, etc.
	Provide training to child care providers on engaging their students’ parents and provide the parents with information and activities to use with their children
Indicator 13: For children in Kindergarten through the 8 th grade, 71% of parents participate in parent-teacher conferences. Number of parents of middle school students who participate in parent-teacher conferences is much lower. Disparity among elementary schools with much lower rates of parent participation at some elementary schools. (Page 13)	All elementary Academic Specialists trained in parent engagement strategies
	Promise Neighborhood Parent Engagement Specialists conduct home visits, and recruit parents
	Families and Schools Together programming held at elementary schools with low parent engagement rates and at middle schools to improve communication between students, families and school
Indicator 14: Parents do not have adequate information to provide their child with assistance preparing for college and career, including adequate information on financial aid availability. (Page 13)	IDAs and College Savings Accounts for students and their parents
	College and career site visits where parents can attend along with the students
	College Fairs and Career Expos for students and parents
	FAFSA info workshops (parents of 11 th graders) and FAFSA completion sessions (parents of 12 th)
	Individual financial aid information provided to each student by the Student Success Coaches- <i>21st Century Certificates</i> (9th grade) <i>Student Financial Aid Profile</i> (11 th grade)
Indicator 15: Teachers do not effectively use technology to enhance learning. (Page 14)	Extended learning staff provides students with hands-on opportunities to use technology to learn
	Professional Development for teachers on integrating technology into the curriculum and innovative ways to use technology to differentiate instruction

B. Proposed solutions are based on the best available evidence

Our solutions have been greatly informed by research and effective practices. We have adopted and refined a research-based framework for delivering solutions with supporting activities that reflect generally-accepted best practices for improving educational outcome birth to age 24. Efforts focus on identifying activities that yield the most promising results.

The Promise Neighborhood proposes a comprehensive set of services—for parents, students and schools—that support positive educational outcomes for all youth birth to career. Key to our work is creating within our schools and communities a college-going culture of high expectations. We have adopted a set of standards or conditions, with research-based attributes, that must exist in schools to achieve and maintain a college-going culture. These are shown in Figure 24, below.

Figure. 24. Standards for a College-Going Culture	
Aspiration	School setting that inspires and supports students' college and career goals. All schools provide all students access to advising and activities linking school, personality and aptitude to career and college.
Rigor	College and career success are intricately linked to preparation in the school. All students assured opportunities and support to acquire core knowledge and skills that provide them the best chance for success in college.
Expectation	School provides clear indicators of college readiness which are focused on both college knowledge and college-ready coursework to close the gap between aspiration and college going. Students advised on progress toward readiness and provided support.
Accountability	School makes decisions about student readiness and school improvement using data to create a complete profile and uses data to gauge progress over time.
Sustainability	School focuses on transforming culture to attain lasting success.

All Promise Neighborhood programs, services and activities are aligned with these overarching standards or conditions. Our professional development activities expand the capacity of teachers in our schools to present classes with increased rigor and greater efficacy. The APTIP program, in particular, is an intervention focused on improving the capacity of schools to provide

rigorous courses. Promise Neighborhood will increase school capacity, refine and update teaching practices, and empower nonteaching personnel to nurture and sustain the college-going culture. This expanded capacity ensures that students, schools and communities will benefit long into the future from the services, connections and successes of Promise Neighborhood.

Following an exhaustive research and literature review and with input of students, parents, educators, partners and policy-makers, we have developed a proactive response to our region's current educational pipeline. **The evidence base for each key solution is discussed in detail in the Appendix F.** Our solutions include the practices based on strong evidence - National Math and Science Initiative Advanced Placement and Teacher Incentive Program and the Families and Schools Together program – and moderate evidence – Rural Scholars Mentoring Program, Commonwealth Institute for Parent Leadership, Rural Literacy Program, and Early Steps to Student Success.

C. Clear, annual goals for improvement on indicators

Figure 25 illustrates the clear, annual goals for improvement on all indicators. In addition, for each Indicator we have included information on how a baseline will be established and the measurement tool.

Figure 25. Clear Annual Goals for Improvement on all Indicators

Goal: To build within the Promise Neighborhood a complete continuum of cradle-through-college-to-career solutions of both educational programs and family and community supports with great schools at the center.		
Project Indicator	Annual Goals for Growth on Indicator	Measurement
Indicator 1: # and % of children, from birth to kindergarten entry, who have a place to go when they are sick or in need of advice about health.	15% increase annually in the # and % of children, from birth to kindergarten entry, who have a place to go, other than an emergency room, when they are sick or in need of advice about their health.	Baseline and Measurement: Early Childhood Survey of parents and of childcare centers/providers to be administered March of Year One (to establish baseline) and in December of Year's one – five.
Indicator 2: The # and % of three-year-olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning. <i>Segmentation of data according to school district.</i>	15% increase annually in the # and % of children, in kindergarten who demonstrate at the beginning of the school year age-appropriate functioning across multiple domains of early learning. 15% increase annually in the # and % of children, in kindergarten in Owsley who demonstrate at the beginning of the school year age-appropriate functioning across multiple domains of early learning.	Baseline: DIAL 3 assessments of children entering kindergarten, August 2011. Measurement: Annual DIAL 3 assessment data provided by school district, student-level data and data aggregated by elementary school and district, by October 1 of each year.
Indicator 3: # and % of children, birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs.	A 15% increase annually in # and % of children served by center-based or formal home-based early learning sites. A 15% increase annually in # and % of children served by the Early Steps to Student Success Program.	Baseline: % of student currently served according to Planning Year data. Measurement: Early Childhood survey of parents and of child care centers/providers, to be conducted in October of each year.
Indicator 4: The number and percentage of students at or above grade level according to Kentucky mathematics and English language	Annual increase of 10% in # and % of students scoring at proficient or above on KY assessment at grades 3 rd – 8 th and once in high school in math and English.	Baseline: 2010 Kentucky Core Content assessment results for all students; segmented by students who qualify for free and reduced lunch

Figure 25. Clear Annual Goals for Improvement on all Indicators

<p>arts assessments grades 3rd through 8th grade and once in high school.</p> <p><i>Segmented by income status (qualification by free and reduced lunch) and by gender</i></p>	<p>Annual increase of 15% in # and % of students qualified for free and reduced lunch scoring at proficient or above on KY assessment at grades 3rd – 8th and once in high school in math and English.</p> <p>Annual increase of 10% # and % of females scoring at proficient or above on KY assessment at grades 3rd – 8th and once in high school in mathematics.</p> <p>Annual increase of 10% in # and % of males scoring at proficient or above on KY assessment at grades 3rd – 8th and once in high school in English.</p>	<p>and by gender.</p> <p>Measurements: Schools will provide individual level, grade level and school level Kentucky Core Content test results by September 1 of each year.</p>
<p>Indicator 5: Attendance rates of students in 6th, 7th, 8th and 9th grades.</p>	<p>15% annual increase in attendance rates, by grade level, for students in grades 6th, 7th, 8th and 9th grades.</p>	<p>Baseline: School reported attendance rates 2010.</p> <p>Measurement: School will provide attendance rates by grade level on a quarterly basis.</p>
<p>Indicator 6: Graduation rate.</p> <p><i>Segmentation by gender.</i></p>	<p>A 10% annual increase in AFGR.</p> <p>A 15% annual increase in AFGR for males.</p>	<p>Baseline: Adjusted Freshman Graduation Rate (AFGR) for 2010. Measurement: Schools provide AFGR October 1 of each year.</p>
<p>Indicator 7: The number and percentage of students who graduate with a regular high school diploma and obtain postsecondary degrees, vocational certificates , or other industry-recognized certifications or credentials without the need for remediation.</p>	<p>A 10% increase annually in the # and % of students who graduate with a regular high school diploma and enter postsecondary education/vocational school.</p> <p>A 10% increase annually in the # and % of entering college students who enter college without the need for remediation.</p>	<p>Baseline: Will be established by Dec. 1 of year one.</p> <p>Measurements National Student Clearinghouse data and individual follow-up. Information will be entered into Promise Neighborhood Database. Council on Postsecondary education provides information on # and % of students who take one or more remedial courses.</p>

Figure 25. Clear Annual Goals for Improvement on all Indicators

Indicator 8: # and % of 3 rd , 6 th and 9 th graders who participate in at least 60 minutes of moderate to vigorous physical activity daily.	A 15% increase annually in the # and % of sixth graders who report participating in at least sixty minutes of moderate to vigorous physical activity daily.	Baseline: Health Assessment administered in Year One to all 3 rd , 6 th and 9 th grade students. Measurements: Student self reported data and student participation in physical activities
Indicator 9: # and % of 3 rd , 6 th and 9 th graders within the Promise Neighborhood who consume five or more fruits and vegetables daily.	A 15% increase annually in the # and % of 3 rd , 6 th and 9 th graders who consume five or more fruits and vegetables daily.	Baseline: Health Assessment to be administered in March of Year One to all 3 rd , 6 th and 9 th grade students. One week food diaries kept by sample of students from these grade levels. Measurements: Student self reported data; review of food diaries kept by sample of 3 rd , 6 th , 9 th grade students; review of menus and food audits within the school cafeterias.
Indicator 10: The # and % of 6 th , 8 th , 10 th and 12 th grade students who feel safe at school and traveling to and from school.	An annual increase of 15% in the # and % of 6 th , 8 th , 10 th and 12 th grade students who feel safe at school and traveling to and from school.	Baseline: 2010 KIP school climate survey of 6 th , 8 th , 10 th , and 12 th grade students. Measurements: School will provide survey results by November 1 of each year.
Indicator 11: Student mobility rate.	A 10% increase annually in the consistency of services provided to students who move within the Promise Neighborhood.	Baseline: Currently, schools do not document services to students who move from one school to another. Measurements: A follow-up report filed by Academic Specialist on students who move from school to school. Services will be tracked via the Promise Neighborhood data base.
Indicator 12: For children birth to kindergarten, the # and % of parents who attend sessions on preparing their child for school.	A 20% increase annually in the # and % of parents of children birth to kindergarten, who attend session preparing their child for school.	Baseline: Survey of parents of children birth – kindergarten and of service providers of information sessions in Year One to establish baseline. Measurements: Annual surveys of parents and

Figure 25. Clear Annual Goals for Improvement on all Indicators

		service providers and data on attendance at parent trainings as tracked via the data base.
<p>Indicator 13: For children in kindergarten – 8th grade, the # and % of parents who participate in a parent-teacher conference. <i>Segmented by elementary school and middle school and, at the elementary level, by specific elementary school.</i></p>	<p>A 10% annual increase in the # and % of parents of children kindergarten – 8th grade who participate in parent-teacher conferences.</p> <p>A 20% increase annually in the # and % of parents of middle school children who participate in parent-teacher conf.</p> <p>A 20% increase annually in the # and % of parents participating in parent teacher conferences at Hacker and Goose Creek elementary schools.</p>	<p>Baseline: School provided data on # and % of parents participating in parent-teacher conferences.</p> <p>Measurements: Schools will provide data on # and % of parents participating in parent-teacher conferences by Dec. 1 of each year. Attendee lists for parent-teacher conferences will be entered into Promise Neighborhood database.</p>
<p>Indicator 14: For children in 9th – 12 grade, the # and % of parents who report talking with their child about the importance of college and career.</p>	<p>A 20% increase annually in the # and % of parents who have sufficient information to have informed conversations with their children about college and career preparation and financial aid opportunities.</p>	<p>Baseline: Parents of 9th – 12th grade parents will be surveyed in March of year one to establish a baseline.</p> <p>Measurements: Promise Neighborhood Survey administered annually. Focus groups and interviews with parents.</p>
<p>Indicator 15: The # and % of teachers who use technology effectively within the classroom to support learning.</p>	<p>20% increase annually in # and % of teachers who use technology effectively to support learning.</p>	<p>Baseline: By May 1 of Year One, walkthrough observations, surveys and focus groups of teachers.</p> <p>Measurements: Annual walkthrough observations, Promise Neighborhood Teacher Survey, and focus groups of teachers.</p>

IV. QUALITY OF THE MANAGEMENT PLAN

A. Experience of, lessons learned, and proposal to build capacity of the Management Team and Project Director working with the neighborhood and its residents; working with Persistently-Lowest Achieving Schools and the Promise Neighborhood LEAs; working with federal, state and government leaders; and working with other service providers.

Berea College has pulled together a strong Management Team that provides leadership and vision to the Promise Neighborhood. The Management Team develops strategic partnerships to support the Initiative; ensures the Initiative is based on cutting edge research and best practices in the field of education early childhood – college and career readiness; develops a strategic plan for scaling up and replicating the model within other Appalachian or rural communities; reviews data and impact to ensure the Initiative is having the desired impact on all parts of the Neighborhood; and, provides guidance to the Project Director.

Members of the Management Team are:

_____, is an award-winning teacher, a historian and scholar of Appalachia with extensive experience working in Appalachian communities, engaging and empowering community members in social change.

_____. He serves as the lead for all Kentucky's Race to the Top development projects; coordinates Kentucky's participation in the *Partnership for Next Generation Learning*, *The Innovative Pathways to Graduation Policy Initiative*, the *Snow Bound Instructional Pilot* and facilitates all of the Department's relationships and partnerships with in-state education partners.

██████████ A board member of Council for the Education of At-Risk and Delinquent Youth and the Kentucky Out of School Alliance, ██████████ is committed to assisting communities in developing support systems and interventions needed to insure that all youth have the opportunity to succeed.

██████████ where she oversees the domestic commitment to creating immediate and lasting change for children in need. She has served as national spokesperson for physical activity and nutrition working with federal agencies and Congress on environmental policy changes promoting healthy lifestyles and livable communities.

██████████ with responsibilities for communications and government affairs, grants development, administrative services, personnel, and board relations. She works with the agency's leadership team to develop policy positions and strategies that support the goals of the Postsecondary Education Reform Act of 1997.

██████████, is as a leader in education with experience as a teacher, principal, district assistant superintendent, and university faculty member. ██████████ **coordinated the data collection and analysis process for the Berea College Promise Neighborhood Planning Grant.**

██████████, designed the Promise Neighborhood Model, convened the Management Board in 2010, wrote the Planning Grant and led the Planning Process. ██████████ reports to the Berea College President and has the fiscal authority to manage and lead the Promise Neighborhood Initiative. The Promise Neighborhood Project Director will report to ██████████ ██████████ **will dedicate 25% of her time to the**

Promise Neighborhood Initiative and will be actively engaged with the implementation. An attorney by training, [REDACTED] has dedicated her professional career to building partnerships and leveraging resources to improve Appalachian public schools with the ultimate goal of providing opportunities for low-income students to graduate high school college and career ready.

During the planning phase, Berea College and the Promise Neighborhood Management Board selected a strong Project Director with significant experience forming partnership and leveraging resources in our Promise Neighborhood. [REDACTED]

assumed the position of Project Director in November 2010 and will continue to serve as the Project Director during implementation. [REDACTED] extensive experience as a development professional is invaluable to the Promise Neighborhood Initiative. During her career she has successfully raised private, state and federal dollars for organizations as diverse as LexArts, the premier arts organization in Kentucky, The Center for Women, Children & Families which provides services to victims of domestic violence, and Forward in the Fifth, which is dedicated to improving public schools in Kentucky's 5th Congressional district where the Promise Neighborhood is located.

A first-generation college graduate from Appalachia, [REDACTED] has more than 20 years experience working with rural Appalachian schools including those in the Promise Neighborhood. She is known throughout the region as a champion for rural public schools and specifically for rural Appalachian students and their parents. She developed a curriculum to engage low-income parents and increase their capacity for supporting their children's education and implemented the program throughout Appalachia, including in two systems within our Promise Neighborhood. [REDACTED] has designed and implemented professional development

programs for educators, including educators within the Promise Neighborhood, on topics related to using technology to engage parents and integrating place-based learning into the curriculum. She edited resource guides on using Appalachian and Native American literature across the curriculum. [REDACTED] also brings experience with early childhood having served as a director for a child care program with a STARS 3 Kentucky rating.

Berea College has extensive experience working with the Promise Neighborhood and its residents. For more than 150 years, Berea College has served the people of Appalachia primarily through education, but also through other appropriate services. Current programs that form the foundation for our work with the residents of the Promise Neighborhood are our Entrepreneurship for the Public Good Program, and our Grow Appalachia programs. These programs regularly engage residents, schools and community groups in our Promise Neighborhood and are actively engaged in the Promise Neighborhood program.

The Entrepreneurship for the Public Good (EPG) Program creates a multi-year learning experience for undergraduate students to practice and implement Entrepreneurial Leadership in rural communities of Central Appalachia. The EPG Program defines “Entrepreneurial Leadership” as *“A process when one person or a group of people in a community originate an idea or innovation for a needed change and influence others in that community to commit to realizing that change, despite the presence of risk, ambiguity, or uncertainty.”*

Grow Appalachia, a privately funded initiative of the Berea College Appalachian Center, is one of the largest rural community gardening projects in the U.S. Grow Appalachia provides low-income families, including families in our Promise Neighborhood, with everything they need to address the issue of growing their own food to address the widespread food insecurity in

the region. Grow Appalachia also conducts a full range of instructional classes to teach the skills of garden planning, planting, maintenance, heart healthy cooking and food preservation.

During the planning year the Project Director and members of the Management Team, had the opportunity to engage with residents of the Promise Neighborhood and the lessons learned from this engagement have impacted our implementation plan. The following is a brief summary of our engagement with residents:

- 665 people from in and around the Neighborhood actively participated in the data collection and needs assessment process thorough meetings and focus groups led by the Project Director and members of the Management Team;
- The Project Director and [REDACTED] participated in a series of Dropout Summits. Research reflects that students, educators and parents have different perspectives on the causes of dropout. The Dropout Summits engaged 50 community members—school leaders, civic leaders, business leaders and parents—and 30 high school students. After a morning of examining data illustrating the depth of the dropout problem, one student said, *“Before coming here today, I did not realize we have a dropout problem here. You all need to share with us that we have a problem and you need to give us an opportunity to help.”* Our decision to form a Promise Neighborhood Youth Advisory Board and to have youth representation on the Management Board is a direct result of that student’s comment. We realize we must harness the passion of our young people and use their expertise and commitment to strengthen our efforts and ensure we are meeting their needs.
- During the data collection period, we met with parents from the region, sometimes in groups, other times individually. Their input on barriers to participation and solutions to the identified problems were invaluable in development of our implementation plans. They

pointed out the transportation issues of families, especially low-income families, and disenfranchisement from the school system that many of them feel. Our decisions to provide students with transportation during the after-school and summer extended learning opportunities stems directly from this parent feedback.

We have extensive experience working with the schools described in Absolute Priority 1 and the LEA in which those schools are located. All middle and high schools within the Promise Neighborhood are classified by the Kentucky Department of Education as Persistently Lowest-Achieving (PLA) Schools. During our planning year, we worked closely with the schools and the Kentucky Department Education to develop a continuum of solutions that are aligned with and support the PLA schools improvement process. We collaborated with the PLAs as they have developed and started implementing their comprehensive school improvement plans. Our plan of services supports their model for intervention. ***Each PLA school within the Promise Neighborhood selected the transformation model as their intervention model.***

In Kentucky, the District 180 Assistance Program is the specific organizational unit within the Kentucky Department of Education designated to provide highly skilled leadership, support and education assistance for PLA schools through the use of education recovery directors, education recovery leaders and education recovery specialists. [REDACTED], [REDACTED], has been appointed by the Kentucky Commissioner of Education to provide leadership to the PLAs in eastern Kentucky. [REDACTED] serves on our Promise Neighborhood Management Board and will ensure that our Promise Neighborhood Initiative and the school improvement initiatives are coordinated.

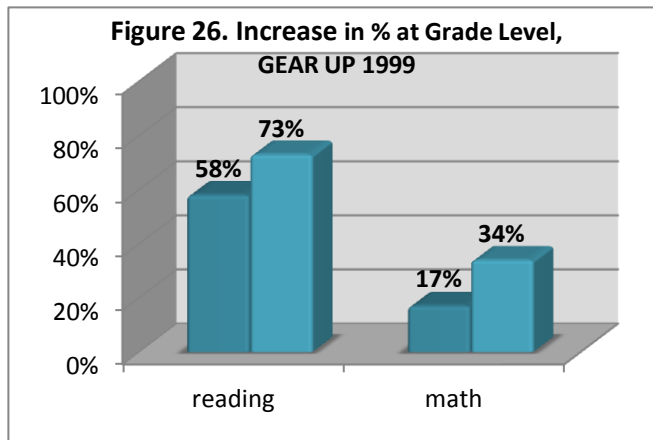
During our planning year, we have met regularly with each PLA school and District 180 representatives. We determined that upon notification of implementation funding, the following

steps will be taken:

- The Promise Neighborhood Principal Investigator and Project Director will meet with [REDACTED] and our school leaders on a quarterly basis to review progress and ensure seamless collaboration and braiding of funds;
- A Promise Neighborhood Service Coordinator will serve on each school's District 180 leadership team; and
- Data collected by District 180 will be shared with Promise Neighborhood and vice versa.

Berea College has significant experience working with low performing schools through our GEAR UP program. Information and data demonstrate that Berea College has significantly improved student achievement, attainment and retention through our work with low-performing schools. College staff that work with local schools regularly meet to share best practices and lessons learned. Our proposed solutions at the middle and high school level of the continuum grow from Berea College's experience working with students in similar low-performing Appalachian middle and high schools. We have implemented these interventions and seen a positive impact on student achievement, closing achievement gaps and increasing college going rates in similar high need schools as follows.

Student Achievement and Growth: Berea College GEAR UP 1999, from years 1999 to



20005, exceeded its objectives on student achievement and growth. Over six years, the percent of students at or above grade level, as measured by the Kentucky Commonwealth Accountability Testing System, increased 17% in math and 15% in

reading. During GEAR UP 2005, from years 2005 to 2009, there was an increase of 17% increase in middle school students at or above level in math and a growth in reading of 3%,

Closing Achievement Gaps: Importantly, Berea College has experience closing achievement gaps for low-income students, as measured by eligibility for free/reduced-priced lunch (FRPL). In 2004 (baseline), there was gap of 11% in math between FRPL students and non-FRPL students. By 2008, the gap decreased to 9%. In reading, the gap of 10% between FRPL students and non-FRPL students in 2004 narrowed to 8% by 2008.

High School Graduation and College-Going Rates: In addition to student achievement, high school graduation and college-going rates increased. GEAR UP 1999 showed considerable progress in increasing high school graduation rates with a growth of 10 percentage points, and presented an impressive increase of 13 percentage points in the number of students who attended a college. GEAR UP 2005 also performed admirably: in the 2004 baseline year, the high school graduation rate was 86% and college-going rate was 52%. By 2008, high school graduation rate increased to 90% and college-going rate to 60%.

During planning period, [REDACTED] and her team from the Collaborative for Teaching and Learning conducted walkthroughs of all schools in the Promise Neighborhood, interviewed teachers and principals and reviewed data to determine the school capacity and the professional development needs of teachers in the Promise Neighborhood. Our implementation plan includes extensive professional development for teachers and district leaders based on what we saw and what we heard from our teachers.

We have extensive experience working with other Promise Neighborhood service providers, as well as state and federal government agencies and representatives. Current programs that form the foundation for Berea College's work with other service providers and

government entities are our Appalachian Fund and our Brushy Fork Institute. These programs provide training and technical assistance within the Promise Neighborhood and are actively engaged in our Promise Neighborhood work.

Since 1988, Brushy Fork Institute has worked to develop strong leadership in Appalachian communities. An outreach program of Berea College, the Institute offers leadership training, organizational development workshops and technical assistance to communities working for a better tomorrow. Brushy Fork has collaborated with a variety of organizations within the Promise Neighborhood to design and facilitate training sessions on group process, vision, problem solving, consensus building and other essential skills for successful community development efforts.

The Berea College Appalachian Fund, a philanthropically restricted portion of the Berea College endowment, has provided grants to rural communities throughout central Appalachia (primarily eastern Kentucky) in the areas of health care, education, leadership and social services for more than 50 years. The Appalachian Fund has provided support to small nonprofit and community service agencies within the Promise Neighborhood since its founding.

During the planning year we had significant collaborations with other service agencies including governmental agencies. Our experiences and lessons learned have informed our continuum of solutions:

- Our partner, the Cumberland Valley Regional Health Department, convened a group of experts in a variety of health topics. These included school nurses, substance abuse practitioners, health care providers, public health officials, nutritionists and others involved in health and well-being activities and programs. This group provided great insight to the health problems of the Neighborhood and suggestions for addressing the issues.

- The Project Director attended a Foundation for Healthy Kentucky seminar on effective utilization of health data and community organizing designed to build strong partnerships to address health issues.
- To address indicators related to healthy eating, we met with food sciences teachers, family resource and youth service centers and food service staff to identify resources and to develop solutions to address nutrition in the schools and in homes.
- We identified and met with local, state and national providers and resources in the area of extended learning opportunities including representatives the Kentucky Out of School Alliance and the Kentucky Department of Education's 21st Century Community Learning Center staff. The Project Director conducted site visits to both existing 21st Century Community Learning Centers within the Promise Neighborhood. As a result, we have developed a solution revolving around extended learning.
- We conducted a FAST pilot during the planning year at one Promise Neighborhood High school. The project director was actively involved in the pilot, observed sessions and talked with participants and school personnel that were engaged in the pilot. The pilot was effective at and the decision was made to include FAST programming at the middle and high schools as part of the continuum of solutions addressing family and community support.
- Under [REDACTED] leadership, the local Save the Children Appalachian Office, located in Berea, provided data, resources and expertise to the Promise Neighborhood data collection and analysis process. The Project Director visited Save the Children sites, reviewed impact data on their early learning and extended learning programs. The decision to expand and replicate the effective Save the Children programs came from these meetings, visits and data review.

B. Collecting, analyzing, and using data including a plan to build a longitudinal data system that integrates student-level data to measure progress while abiding by privacy laws

Berea College has experience collecting, analyzing and using data for decision making, learning, continuous improvement and accountability. Our experience with GEAR UP is particularly relevant to our capacity for implementing this Promise Neighborhood Project. We took lessons learned in the first GEAR UP Partnership, based on the data discussed above and expanded what was a successful local project to an effective regional project. In the first Berea College GEAR UP Partnership Project, which had an annual budget of \$400,000, the College worked with one LEA in rural Kentucky. Lessons learned in the first GEAR UP project were used to expand the GEAR UP services to a regional program serving eight high-poverty schools in Appalachian Eastern Kentucky. Our GEAR UP has an annual budget of \$2,800,000 and requires a dollar per dollar match, which we successfully met. It is a partnership program with local, regional and national partners, each of whom brings skills, resources and experiences relevant to the project's scope, and each partner is financially committed to the project.

Our GEAR UP program provides services to a cohort of 4,100 students. We have been serving these students for six years. From the beginning, we have been tracking the following data on each GEAR UP student at the individual level and have developed process for obtaining student level data:

- interventions received by the students, both interventions provided by GEAR UP and by GEAR UP partners (data provided weekly by provider using GEAR UP service reports);
- interventions received by the parents of GEAR UP students, both interventions provided by GEAR UP and by GEAR UP partners (data provided weekly by service provider using GEAR UP service reports);

- demographic data of students (qualification for free or reduced lunch, ESL status, gender, race (data provided by Kentucky Department of Education annually via data download); and
- EXPLORE, PLAN and ACT assessment results of students including interest inventories and career aspirations (data provided by KDE annually via data download).

Our Progress Toward the Development and Implementation of a Longitudinal Data

System: During the planning year, our Management Team identified REACH of Louisville as a partner with the capacity to both design a data system and, in collaboration with the National Evaluator, serve as our local evaluator. A local (Kentucky) company, REACH had designed data collection systems and served as the evaluator of a number of statewide initiatives, and their programmers and evaluators were highly recommended for their expertise in complex process and outcome evaluations, as well as designing information systems for other projects. REACH has the necessary staff and experience to move forward immediately upon notice of funding to create a web-based data system for the Neighborhood. **The new, customized, web-based system is expected to be operational within six months of the grant award.**

Our data system will link data from multiple systems: We have worked with Promise Neighborhood school superintendents, the Kentucky Department of Education and the Kentucky Council on Postsecondary Education and developed a plan whereby, with requisite permission, we will be able to access record level data on students in the Neighborhood. The longitudinal, web-based data system developed for the Promise Neighborhood will incorporate, through data down-loads from the Kentucky Department of Education and Kentucky Council on Postsecondary Education, record level data on student demographics, student performance, CCR targets, student attendance, graduation rates, college going and college remediation.

The Promise Neighborhood's longitudinal data base will be programmed to allow for the

matching and linking of data from a variety of sources (including data from providers of early childhood services within the Promise Neighborhood) and the stratification/disaggregation of the data by grade, race, gender, ethnicity and “dosage” of service.

We are committed to complying with all requirements related to informed consent processes and all applicable privacy laws, including HIPPA for any student specific health data. Written informed consent will be obtained from every parent (or other caregiver with custodial control or supervision) of a student on whom additional, child-specific information is collected. Informed consent will include the following elements: (a) a description of the evaluation and its purpose, (b) the voluntary nature of participation in the evaluation (including that participation is not incentivized, nor will students be penalized for lack of participation), (c) a statement that describes there are no foreseeable risks to providing information, (d) a description of confidentiality, including that no report emanating from the evaluation will include personally identifiable information and (e) contact information for the lead evaluators and project director.

All reports will be limited to aggregate data; with confidentiality of the students and families taking priority over any desire to display data by disaggregated subsets (for example, if the number of African American children in a particular grade or school is so small that a viewer/user of the data could identify the individual child/children, then the data will not be displayed at this level).

Because the data to be held within longitudinal database are sensitive, they will be handled with care both in transmission and storage. REACH servers sit behind a protected firewall, but a security layer will also be used for the data transmission.

How Rapid Time Data Will Be Used: We envision a data-driven system, with timely access to trend and current data for Promise Neighborhood staff and partners. The data-system

will serve as an Early Warning System that will be utilized by school-level staff. One key feature of the customized system will be a project-level “dashboard”, that portrays key data elements in configurations determined by the data system users (by school, county, gender, race, grade, service, time frame, etc.). The system will incorporate a series of reports that conform to Federal reporting requirements as well as the unique needs of project-level staff and stakeholders. For example, administrators may want to track service level data by school, and/or staff member to assure productivity expectations are being met. While a series of reports (monthly, quarterly, annual, and project-to-date) will be incorporated into the data system; the system will allow for the creation of a report for a specific, previously unspecified, time frame. Also, all reports will be able to reflect current data (real-time upon data entry). This capacity for flexibility and rapid-time analysis will be a tremendous resource for program management, decision-making, continuous quality improvement, accountability and outcome measurement.

Commitment to work with the Department and with national evaluator: We are fully committed to working with the U.S. Department of Education (USDOE) Promise Neighborhood National Evaluator, to ensure that our program design and data collection procedures are sound and will produce reliable and consistent information to support a rigorous national evaluation of the Promise Neighborhoods program, as well as a comprehensive locally-focused study. REACH of Louisville and the Associate Director of Data and Evaluation will serve as our primary liaisons with the National Evaluator and will supervise all activities and requirements associated with the national evaluation.

Included in our Memorandum of Understanding (Appendix C) is each school district’s commitment to share data including data needed for the National Evaluation. Each partner will identify a person who will serve as the primary point of contact for evaluation and data-related

matters, and who is empowered to fulfill requests for information.

Our Local Evaluator will ensure that our evaluation strategy is coordinated with, and complementary to, the national evaluation. The following are the anticipated key activities of our local evaluation:

- Produce a set of guiding evaluation questions designed to generate information about the effectiveness of our Promise Neighborhood project;
- Conceive and implement an outcome evaluation design that maximizes rigor, is realistic, and ensures ethical feasibility;
- Develop a written evaluation strategy that is comprehensive, including the identification and selection of a credible comparison group, and that is sufficiently rigorous;
- Develop a plan to provide the National Evaluator with access to data;
- Develop a written plan for identifying and collecting reliable and valid baseline data for both program participants and a designated comparison group;
- Travel to national grantees meetings and evaluation conferences, and
- Coordinate with key stakeholders and participate in teleconferences or other communications.

C. Creating formal and informal partnerships, including the alignment of the visions, theories of action, and theories of change described in its memorandum of understanding, and creating a system for holding partners accountable for performance

The Memorandum of Understanding included in Appendix C describes each partner's commitment. Berea College has been intentional in forming this formal partnership with organizations key to the success of the Promise Neighborhood Initiative. Key partners have signed the Memorandum of Understanding that: 1) outlines a theory of change that is consistent

with each partner's way of conducting their work and engaging with the community; 2) documents the specific financial support of each entity; and 3) includes a governance structure that all partners support. Our key formal partners are Clay County School System, Jackson County School System, Owsley County School System, Berea College, Cumberland Valley Regional Health Department, Eastern Kentucky Child Care Coalition and Save the Children.

In addition to the documented fiscal support from our key partners, we have documented financial support, both direct and in-kind, from numerous community, regional and national partners. *We have included signed forms documenting significant match from 28 partners in Appendix D.* It is important to note that due to Berea College's designation as a Title III Institution **we qualify statutorily for a waiver or reduction of match** in all federal programs. We did receive a reduction of match from the U.S. Department of Education for our planning proposal. However, our partners' support enables us to document the match required by Absolute Priority 2, thus, **we are not requesting a waiver or reduction of match.**

This strong support of Promise Neighborhood is due in part, because the theory of change and action of our partners is consistent with that of our Promise Neighborhood. Our theory of action for our Promise Neighborhood is as follows:

A well-coordinated collaboration of partners working with parents, implementing well-designed programs and closely monitoring services will positively impact the lives of children. We believe that by collectively engaging in this intense effort to promote academic achievement; foster physical, social and emotional well-being; encourage parental engagement and effective parenting; build healthy habits and environments; and nurture productive citizens, we will be able to create and sustain a Promise Neighborhood in which all children can thrive physically, educationally,

socially and emotionally in preparation for productive, enjoyable lives as adults.

We recognize creating transformative change in our Promise Neighborhood is a strategically planned effort and in this effort there will be no room for excuses as good results will matter, not good intentions. We see this as a platform for exploring and learning more about the long-term effectiveness of specific academic, health and social service interventions and practices and the systemic and structural problems that need to be addressed to create a true community of opportunity accessible to all children in a given area.

We have established a Promise Neighborhood Management Board committed to the success of the Promise Neighborhood process. The Management Board shall serve as the governance body of the Promise Neighborhood and will be actively involved in decision making and will provide guidance and direction to the Promise Neighborhood project. The Management Board will be responsible for oversight of the budget and approval of significant adjustments to the implementation plan. This group will work with program staff and partners to fully integrate the components for the implementation plan. The Management Board does not have the power to compel or commit action by any signatory to the Memorandum of Understanding; Berea College has ultimate accountability for the fiscal and operational integrity of the project.

The Management Board will meet the first two months of the implementation year and bi-monthly thereafter. The group will select and institute a decision-making standard (e.g. Robert's Rules, 60% approval). The Project Director will call all meetings of the Management Board. *The Management Team, in consultation with the Project Director, will have authority to replace members of the Management Board as necessary to assure work is progressing.*

The Management Board includes representation from the key partners and residents. The Management Board is comprised of up to 25 members as illustrated in Figure 27.

Figure 27. Management Board Composition	
Berea College	Clay County Schools
Save the Children	Jackson County Schools
East Kentucky Child Care	Owsley County Schools
Cumberland Valley Health Dept	3 Parents of current Students
3 Youth (age 16-24)	3 Business Representatives
3 Teachers or early child care providers in Neighborhood	
3 Representatives of community based & faith based orgs	
3 Representatives of providers serving Neighborhood	

Recognizing that the resident's voice is critical to Promise Neighborhood a minimum of 60% of the Management Board must be Neighborhood residents. **Currently 80% of**

the members of the Management Board are residents of the Promise Neighborhood.

A key responsibility of the Management Board is sharing the best practices of the Promise Neighborhood and soliciting community engagement and support of the program. We have a variety of resources to share lessons learned and best practices, including access to the Berea College Public Relations department and partnerships with local newspapers.

Efforts to document our implementation process will include sharing news about the Promise Neighborhood implementation plans with the broad community through press releases, websites of schools and other partners, our Promise Neighborhood Facebook page and Blog. Our partners and Management Board Members will spread the word locally via presentations at meetings and through word of mouth. At the state and national level members of our staff, our Management Team and Management Board will share the lessons learned within the Neighborhood with their colleagues in education agencies, postsecondary organizations, and juvenile justice organizations. [REDACTED] will regularly share information on the Neighborhood with the rural schools across America in which Save the Children is active.

D. Integrating funding streams from multiple public and private sources

Berea College's experience raising funds and integrating funding streams to support education is unparalleled. Berea College provides all students with full-tuition scholarships

(valued at \$25,500 per year), and many receive support for room and board as well. Admission to the College is granted only to students who need financial assistance; in general, applications are accepted only from those whose family income falls within the bottom 40% of U.S. households. The base of Berea College's finances is dependent on federal financial aid via the Pell Grant Program and substantial contributions from individuals, foundations and corporations that support the mission of the college as well as donations from alumni. The Berea College Development Office will be available to assist Promise Neighborhood in developing a strategic fundraising plan that leverages existing resources and integrates future funds from diversified sources.

A major responsibility of the Management Team and the Project Director will be to stay apprised of Federal, state and local funding opportunities. The Principal Investigator is a graduate of The Grantsmanship Center International (TGCI) and receives regular updates on private grant opportunities. Our data collection activities revealed a need of our partnering school systems for assistance with writing grants. To build the capacity of the Neighborhood, we'll host a TGCI grant writing seminar for school and community-based organization staff to attend.

During the planning year, we were actively seeking funds to support the Promise Neighborhood Initiative. Our Project Director working with the Management Team and Management Board sought funding from local, state and federal agencies. Requests from funding ranged from under \$25,000 to more than one-million dollars. Berea College faculty were actively involved and assisted in developing research proposals related to obesity prevention, STEM, and high quality professional development.

We have secured grant funding to support the Promise Neighborhood as follows:

- A five-year Talent Search program, with an annual budget of \$350,000 (federal dollars),

to provide college awareness activities to low-income first generation college students;

- A two-year program, with an annual budget of \$250,000, designed to improve middle schools within the Neighborhood. Funding provided by the Walton Foundation (private dollars) through an arrangement with the Rural Schools and Community Trust; and,
- Three mini-grants, totaling \$23,000, from the Kentucky Appalachian Regional Commission (state dollars) to fund student-run healthy eating programs within the Promise Neighborhood high schools.

In addition, we have federal proposals still pending as follows:

Figure 28. Promise Neighborhood Federal Funding Requests Pending	
Funding Source	Amount Requested
U.S. Department of Education (U.S.D.O.E.) GEAR UP	\$500,000 per year for 7 years
U.S.D.O.E. Talent Search (proposal still in funding band)	\$250,000 per year for 5 years
OJJDP Multi-State Mentoring	\$250,000 per year for 3 years
Office of Violence Against Women Anti-stalking	\$160,000 per year for 3 years
Health and Human Services Healthy Marriage	\$775,000 per year for 3 years
USDA Childhood Obesity Prevention	\$500,000 per year for 5 years
U.S.D.O.E. Professional Development for Arts Educators	\$350,000 per year for 3 years
U.S.D.O.E. Physical Education Program	\$750,000 per year for 3 years
U.S.D.O.E. I3	\$600,000 per year for 3 years
NEA Community Arts	\$50,000 per year for 2 years
Environmental Protection Agency Environmental Ed.	\$50,000 per year for 2 years
National Science Foundation ITEST	\$375,000 per year for 3 years
USDA People's Garden	\$75,000 per year for 2 years
National Institute on Mental Health	\$350,000 per year for 5 years

In addition of working with partners to leverage resources, **we developed a strategy to leverage and integrate high quality programs within the Neighborhood into the continuum of solutions.** Our asset mapping revealed successful high quality programs within the Neighborhood. The programs are working and we have folded them into our continuum of solutions. They will be scaled up and, thus available to more students. Appendix F provides information on the evidence base and scale up plan for each program:

Early Steps to School Success (ESSS) is Save the Children's language development and pre-

literacy program. ESSS works with children and families, through home visits, parent/child groups and a book exchange program, from pregnancy until the child enters kindergarten.

Save the Children Rural Literacy Program (RLP) is a targeted intervention that is proven to accelerate children's reading achievement. Developed in 2003, the RLP has consistently demonstrated success with hard-to-reach, high-need rural student populations.

21st Century Community Centers are running in two schools in our Promise Neighborhood, an elementary and a high school. Proven effective, these Centers will serve as a model for our extended learning opportunities.

Families and Schools Together (FAST): FAST is an evidence-based practice with a record of success with parents from low-income, rural backgrounds. FAST has been implemented effectively in one high school in the Neighborhood. The program will be scaled up and expanded to elementary and middle schools.

Competitive Priority Expansion of a Comprehensive Local Early Learning Network:

We will expand the existing network of early learning providers in the Promise Neighborhood to ensure delivery of high-quality programming centered on school readiness and aligned with state early learning standards. This will include building the capacity of current early learning providers and encouraging new early learning programs, both center- and home-based in the Promise Neighborhood.

During our planning year we have developed a strong network of early learning providers in the Neighborhood. This group is our Promise Neighborhood Early Learning Team. During implementation we will expand this team to include representatives from private child care centers, formal home-based programs, informal home-based programs, Save the Children's Early Steps to School Success program, Early Head Start, Head Start and the Child Care Councils.

The Early Learning Team will meet quarterly. A key role of the team will be ensuring that there is a high standard of quality across all early learning settings in the Neighborhood. The Early Learning Team will be facilitated by the Eastern Kentucky Child Care Coalition (the regional child care resource and referral agency) a key partner in our Promise Neighborhood.

There are 12 formal child care sites in the Neighborhood, six of which have participated in Kentucky's child care program ranking system, STARS. The total capacity is 129 children. The majority of the children served by the centers are eligible for the state child care subsidy, yet only 4% of the children (six of the 129 children) actually receive the subsidy. The Promise Neighborhood will offer professional development across the Neighborhood on how to become a formal in-home child care center, how to accept child care subsidies, participate in food programs and, most importantly, how to gain a STARS rating.

The Promise Neighborhood will offer professional development for Early Head Start and Head Start staff, as well as school-based pre-school staff on developmental readiness and the Kentucky standards for early learning programs. In Kentucky, **school readiness is defined as each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success.** It is imperative that families, early care and education providers, school staff and community partners work together to provide environments and developmental experiences that promote growth and learning to ensure that all children in Kentucky enter school eager and excited to learn. In our Promise Neighborhood, our Early Learning Team will ensure that this collaboration occurs and that children receive the high-quality early learning experiences that prepare them for school.

Competitive Priority Arts and Humanities: In preparation for our Promise Neighborhood planning year, we formed a partnership with the Kentucky Historical Society and [REDACTED],

██████, the Kentucky folklorist and Kentucky Folklife Program director. The Kentucky Historical Society dedicated a percentage of ██████ time over the planning year and he served as our Promise Neighborhood Folklorist. He retained three community scholars with roots in or near the Promise Neighborhood to assist him with data collection and community building through the arts. ██████ and the community scholars are trained in folklife documentation techniques, ethics of working with communities, research methods, presentation of cultural resources, grant writing, project development and event coordination. They worked throughout the planning year gathering data, coordinating arts projects and forming partnerships with local artists and tradition bearers.

The Folklorist and three community scholars explored the Promise Neighborhood to determine and document local arts traditions and to gain a greater sense of their contexts. Educational or community solutions are often unsuccessful because they fail to take into account local contexts. Our Promise Neighborhood planning year incorporated data collection by professional folklorists and this has yielded a greater understanding of the community arts assets available to strengthen our Promise Neighborhood schools.

The Folklorist and community scholars explored, interviewed and documented the rich artistic and cultural elements found in the Neighborhood, as well as the contemporary arts, culture and living traditions in the Promise Neighborhood. This research and documentation serves as the basis for building a continuum of solutions in the arts and humanities that presents local culture in a respected and honored manner, and assures that arts and humanities educational experiences in the schools and community encompass culturally relevant forms of expression. Information gleaned from our local exploration of arts and cultural traditions contributes to our development of a targeted and appropriate plan for implementation.

During the implementation period, we will utilize the Folklorist and community scholars to assist the Arts Content Specialist in developing a schedule of arts programs. Programs will utilize local artists or artists who appeal to the community. Programs will be held in the school during the school day and connected to curriculum, and then will repeat during our after-school programming with the community as a whole invited to attend. Promise Neighborhood staff, school leaders and teachers and our partners will attend the community presentations and take that opportunity to share information about Promise Neighborhood programs and activities, meet community members and continue to gain information on community needs in an informal environment. Throughout the implementation period, community scholars will utilize their training to interview and survey student and community members to ensure that the Promise Neighborhood activities remain deeply connected to the community.

Throughout implementation, we will provide opportunities for students and parents to experience and participate actively in the arts and humanities so as to broaden, enrich, and enliven the educational, cultural, and civic experiences available in the Neighborhood. We propose the following strategies for connecting the arts and humanities to the community as well as strategies for offering activities during in-school and out-of-school settings:

- Professional development for K-12 teachers on integrating the arts into the curriculum;
- Professional development for child care providers and parents on using the arts as an early learning tool;
- In-school and out-of-school opportunities for students to experience and participate in arts;
- Training for local artists on how to connect their art to the educational curriculum; and,
- Engaging local artists in classroom work and in out-of-school activities.

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